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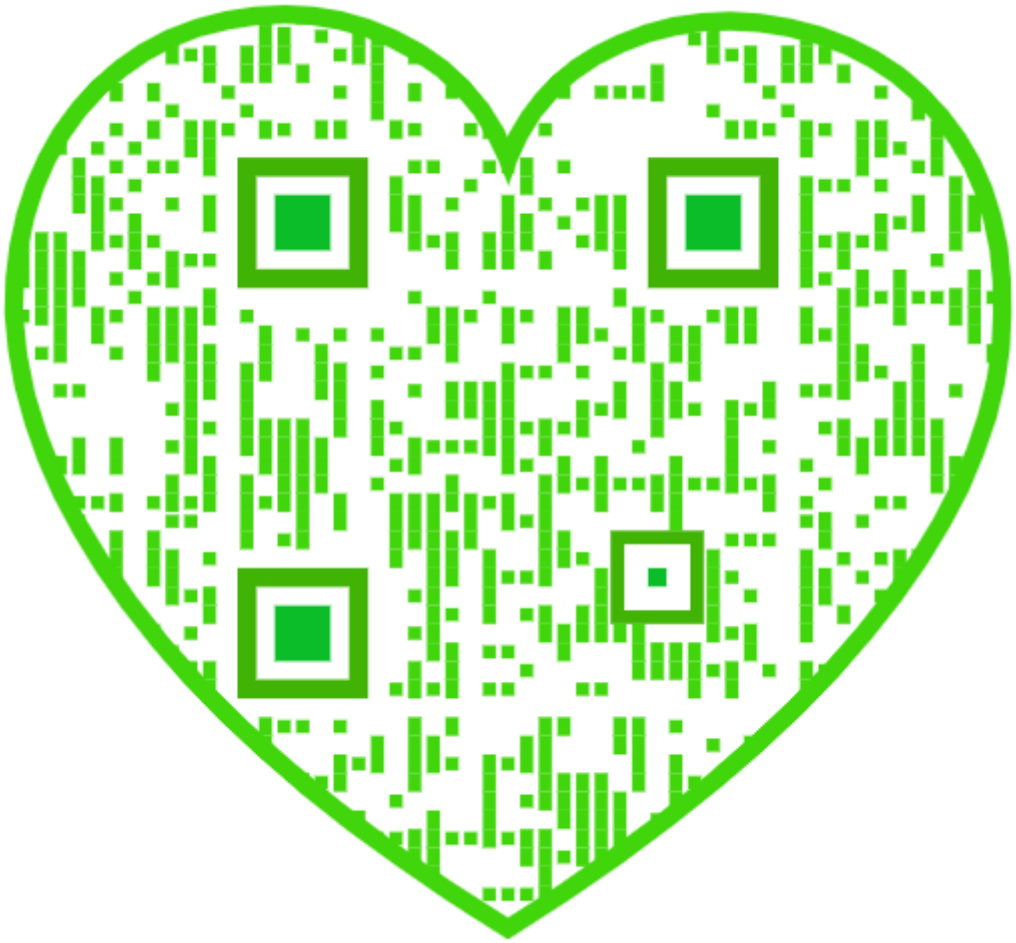

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BARNES'

HOME INSTRUCTOR

IN

SHORTHAND.

COMPANION TO BARNES' SHORTHAND MANUAL, EDITION OF 1893.

BY

MRS. ARTHUR J. BARNES.

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PART I.

GENERAL INSTRUCTIONS.

Accustom yourself to the use of both pen and pencil. Pen notes are the finest and most durable; but circumstances sometimes require the use of the pencil. In the beginning you will find a pencil a little easier to use. Any flexible pen or moderately soft pencil will answer. A fountain pen is very desirable in taking pen notes in actual business. We can furnish you with the best fountain pens or stenographic pencils at moderate cost. Either pen or pencil should be held nearer a vertical position than in ordinary writing. This prevents the pencil points from breaking, and facilitates shading with the pen. If you have difficulty in shading horizontal strokes with the pen, turn the hand so the pen will point to the left and the shading will be easier.

Use double-line copy books during your entire shorthand course, and in business if you can get them. The double lines will help you to make your strokes of the proper length, and will enable you to read your notes with greater ease.

REMEMBER THAT YOUR SUCCESS DEPENDS MAINLY UPON YOUR CAREFULNESS AND ACCURACY. DO NOT, THEREFORE, WRITE ANY FASTER THAN YOU CAN WRITE WELL, BUT ALWAYS WRITE AS RAPIDLY AS YOU CAN AND STILL WRITE PERFECTLY.

While engaged in your ordinary occupations, think over what you have been studying during the day or week. By this slow, leisurely thinking, the mind will digest what it has received. You will progress much more rapidly if you will dwell upon your shorthand lessons at other times than when actually studying. Take frequent reviews.

Have a regular time for study. One or two hours of faithful work each day is better than five hours one day and none the next. One hour in the morning is worth two in the afternoon for mental work. If possible, rise earlier than usual in order to have a quiet study hour in the morning. If you can study both morning and afternoon, so much the better. The length of time required to make you proficient in shorthand depends entirely upon the time, care, and energy you devote to your study.

If you are traveling or have little time for writing, you may omit the writing exercises for a time. You can learn the principles of shorthand quite successfully by reading only. Read the exercises again and again until you can read them like print and until the principles they illustrate are thoroughly fixed in your mind. As you go about your daily work, you can form the outlines of words in your mind. Then when you have opportunity, you can write the exercises you have omitted. Do not be discouraged, even though you may seem slow at first. As you assimilate what you learn, progress will be more and more rapid.

Read these general instructions frequently, and follow them exactly.

Lesson I.

Read page 1 thoughtfully and carefully. Learn the eight phonographs, their names and sounds. If you have any difficulty in giving the sounds of the phonographs, proceed in this way: Pronounce the words pop and pipe, prolonging the last sound in each word. Pronounce the words again and again, slowly and lingeringly, until you are sure that you know what the sound of p is. Pronounce the words bob and babe in the same way, until you get the sound of b. Compare the sounds of p and b as heard in the words pop and bob, pipe and babe, and notice the points of similarity between them. You will find that p and b sound very much alike and are both made with the lips, hence their phonographs slant in the same direction. P is represented by a light phonograph to indicate that the sound is light, and b is represented by a heavy phonograph to indicate that the sound is heavy. Compare in like manner the sounds represented by Te and De, Chay and Jay, and Kay and Gay.

Observe that the sound of soft g is exactly like the sound of j. It is therefore represented by the same phonograph, /. — *never stands for the soft sound of g as heard in the words gin and gentle. It represents only the hard sound of g as heard in egg, get, etc.*

When you know paragraphs 1–5, follow directions in paragraph 6. You cannot be too exact in following directions. When you can read Exercise 1 correctly and rapidly, giving both names and sounds, study paragraphs 7–12. Write the first line of Exercise 1. Notice if Te and De are exactly vertical. They must not have a shadow of a slant. If they persist in leaning to the right, make them so that if they lean at all they will lean to the left, and soon

you will succeed in making them without any slant. Notice if Kay and Gay rest on the line of writing. They should touch the line, and should be of the same length as Te and De. Practice the first line until you can make Te, De, Kay, and Gay exactly right. Write each line of the exercise again and again until you succeed in writing it perfectly. Then make one correct copy of the whole exercise. Remember each phonograph must be written slowly until it can be made perfectly, and then it must be written again and again until it can be made both perfectly and rapidly.

Learn the eight phonographs given on page 3. Observe that the *whispered* sound of th is represented by a *light* phonograph, while the *heavy* or *spoken* sound of th is represented by a *heavy* phonograph.

Remember that each phonograph represents a sound, not a letter. Shoe, sure, and vicious, all contain the sound of sh. The z in azure, the s in vision, and the g in rouge or menagerie, all have the sound of zh.

Learn to read Exercise 2 correctly and quickly. Study paragraphs 13–18 before writing Exercise 2. If you have any trouble in making (( )), make a dot where you wish the phonograph to begin and another dot exactly under it where you wish the phonograph to end; thus, . Then connect the dots by a curved line and be careful to make the phonograph *curve most at its center.* A little practice will enable you to make these phonographs without slanting them.

When learning the consonant phonographs on page 5, it may help you to observe that L is the left part of an arch and R is the right part of an arch . Notice that M is the first part of a running m W is the first part of and H is the middle part of Learn both names and sounds of the phonographs.

Lesson II.

Always up, Generally up, Seldom up. Horizontals from left to right. *All other strokes always written down.*

Read and write Exercise 3. Write each line ten times, carefully observing directions in Pars. 19–24. The instructions given in these paragraphs are very important and must be followed through

your entire shorthand course. Learn Par. 27, and copy the examples under it ten times. Learn Pars. 28–31 in connection with reading Exercise 4. Notice how the direction in Par. 29 is followed in Exercise 1, lines 5 and 6, and in Exercise 2, line 9. You will soon make a number of errors due to forgetting this paragraph.

Notice that in line 5, the horizontal is sometimes written *under* the upper line and sometimes *above* the upper line, as it is necessary to have the *down* stroke *begin exactly at the upper line.* If the horizontals in line 5 were all placed on *top* of the upper line, some of the down strokes would be longer than from line to line. If all of the horizontals in line 5 were placed under the upper line, some of the down strokes would be too short.

Copy lines 6 and 7 until you succeed in making them correctly and easily. Be very careful to make the outlines in line 7 so that the shading will taper as in the printed exercise. Read and write Exercise 4 until you can read it easily and correctly, and until you can write the phonographs as perfectly as in the copy.

When writing line 4 of this exercise, be careful not to let En or Ing come below the line. Learn Pars. 32–35, and write the exercise at the bottom of page 8 and top of page 9 as directed in Pars. 36 and 37.

Follow directions on page 9, and write the exercise line for line. Do not use El or Ar in this exercise. Compare your work with the correction plate, Part II, p. 18. Correct as far as possible every faulty stroke as well as every violation of a rule. Study the corrected words, not only until you have mastered the principles involved, but until you can make each stroke perfect. Rewrite the exercise without help from the correction plate; carefully compare your work with the plate again and correct every error and every defective stroke. Write, compare, and correct again and again until you can write the exercise with absolute accuracy. Then practice each line until you can write it in a minute and make each stroke perfect.

Lesson III.

Study Pars. 44–47, and read first three lines of Exercise 5. Observe that the vowel sound in each word of these three lines is *long* A, as heard in pay, ate, aid, and aim. Do not call these words Pa, at, add, and am. The heavy second-place dot never represents the *short* sound ă, but only the *long* sound $\bar{A}$.

All of the words in line 4 contain the short sound ĕ, as heard in the words get, egg. All of the words in line 5 contain the long sound of O, as heard in go.

Learn Pars. 48 and 49. Observe that the vowel dash must be made *vertical* when placed by the *horizontals*, Kay, Gay, Em, Emp, En and Ing. The vowel dash must be made *horizontal* when placed by the *vertical* strokes, Te, De, Ith, The, Es and Ze. *A slanting dash goes with a slanting stroke. Other strokes take horizontal or vertical dashes.*

Observe that the four second-place vowel sounds are contained in the sentence, Jane Jones, get up. The second-place vowels are taught before the first or third-place vowels, because they are easier. In all shorthand text-books, the second position for consonant outlines is taught before the first or the third position. Second-place vowels belong with second-position outlines.

Read and write the translation of the first six lines on page 11. Compare your translation with the key on page 1, Part II, and correct all errors in words and spelling. Read the six lines again and again until you can read them correctly in two minutes.

From the longhand key, write line 1 without help from the printed shorthand. Compare it with line 1, p. 14, and notice if every stroke is correct, if the dot is heavy, exactly at the center of the stroke, and close to the stroke. Write line 1 ten times, each time without help from the printed shorthand, and each time compare the line you have written with the printed shorthand line. Write each of the six lines ten times, each time without help from the printed shorthand, and each time compare and correct as indicated for line 1. Be careful to make the dot light in line 4, and the dash in the right direction in line 5. Write line 5 twenty times. Study Pars. 51–56, and read and transcribe the rest of p. 11 without help from the key. Read lines 7–14 over and over until you can read them correctly in three minutes. From the longhand key, write each line in shorthand, and then compare with the printed shorthand line, and correct all errors. After correcting each line, write the line ten times, carefully observing directions in Pars. 52 and 53. Write the whole exercise through once from the longhand, and compare your work with p. 11. If you find any error in your work, correct, rewrite the page, and again compare. Do not leave p. 11 until you can write the whole page in correct shorthand from the longhand. When you have mastered p. 11, write the exercise on p. 12.

Use Lay, not El, in all exercises until otherwise directed.

Write the exercise on p. 12 and all succeeding writing exercises *line for line*, *without help* from the correction plates at the back of this book. Consider each writing exercise an examination of what you have gone over. If you have thoroughly learned all that precedes and are *careful*, you will not make many errors in the exercise. Look over your work and correct all the errors you can before comparing it with the correction plate. Then compare it with the correction plate and correct every error and every bit of carelessness. Notice if Te and De are vertical, if the slanting strokes slant enough, if the shaded strokes are heavy and the light ones light, if the curves are true, if the vowels are in the right places and close to the stroke, etc. Practice the corrected words according to the method indicated below, then rewrite the exercise without help from the correction plate. Compare your work with the plate and correct it again. Write, compare and correct again and again until you can write the exercise with ease and without error.

The following is a good way to practice the corrections: Rule a blank page of your notebook, making about ten vertical columns. In the last or right-hand column, write in longhand the words to be practiced. In the first or left-hand column, write the same words in shorthand, copying very carefully the outlines given in the correction plate. Cover up the column of shorthand with a piece of paper and in the second column write the words again in shorthand from the longhand column. Compare each outline in column 2 with the corresponding outline in column 1 and note every difference between them. Cover columns 1 and 2, and in column 3, write the words in shorthand from the longhand. Compare column 3 with column 1 and correct all deviations from the perfect standard. Continue in this way, each time covering all the shorthand and writing from the longhand, and each time comparing the completed column, not with the preceding, but with the *first* column. If you compare each column with the one immediately preceding instead of with the first column, you will find that your writing will grow poorer instead of better as you advance to the right of the page, until at last your outlines will not only be poorly made but will contain actual errors.

After writing three or four columns you may find no errors in the last column, but continue filling in each column that you may write the outlines not only correctly but quickly.

Lesson IV.

Observe that all the first-place vowel sounds are found in the sentence, He saw it on my boy. Repeat the words and sounds many times, as follows: He, E; saw, Aw; it, ĭ; on, ŏ; my, I; boy, Oi.

Study Pars. 57–61 and write the examples, carefully following copy. Pars. 62 and 63 are so important they deserve to be written in capitals.

All through your shorthand writing, it is the *first down stroke* or the *first up stroke* which governs the position of a word, and the other strokes go where they have to in order to put this first down stroke or first up stroke in the right position. Horizontal outlines in first position should *touch* the upper ruled line.

Study Pars. 62–68. Copy lines 1, 8, 9, and 14, p. 14, ten times each. Translate p. 14 into longhand without help from the key; then compare with the key and correct. Practice reading p. 14 until you can read it correctly in five minutes.

From the longhand transcript, write the page in shorthand, line for line, without help from the printed page. Compare the first line you have written with the first line on p. 14. Notice if every stroke and every vowel is exactly right. See if each stroke is half above the upper line and half below it. Write line 1 again and again until you can write it perfectly; then practice it until you can write it both perfectly and rapidly. Write it at least ten times. In this way write each of the fourteen lines.

Then write the whole of p. 14 from the longhand transcript, and compare with the printed shorthand. If you find any errors in your work, correct and write again and again until you can write the whole page with ease and without error. Then write and practice the exercise on p. 15 according to the directions given in Lesson III., this book, for the exercise on p. 12. Notice if you put the right stroke in position, if the first-position *down* stroke or *up* stroke is *bisected* by the upper ruled line, and if the first-position horizontal touches the upper ruled line.

Lesson V.

Observe that all of the third-place vowel sounds are found in the sentence, Artie, move that wool round you. Repeat the words and sounds as follows: Artie, Ah; move, oo; that, ă; wool, o͝o; round, Ow; you, U or ew.

Study Pars. 69–74. Read Par. 75. Give the sentence containing the first-place vowel sounds, He saw it on my boy, and then the sounds, E, Aw, ĭ, ŏ, I, Oi. Give the sentence containing the second-place vowel sounds, Jane Jones, get up, and then the vowel sounds, A, O, ĕ, ŭ. Repeat the sentence containing the third-place vowels and then give the third-place vowel sounds. Repeat the sentences and the sounds until you can give them all correctly and quickly. Repeat the sentences and the sounds at intervals several times during the day.

Learn Pars. 76–78. Transcribe lines 1–10, p. 17, without help from the key; then correct by means of the key. Read lines 1-10 until you can read them correctly and rapidly. Study Pars. 79–83. Read and transcribe the remainder of p. 17.

The outlines in line 14 are not put in position because they are so unlike any other outlines that they can be easily read without the aid of position. They would be just as easily read if written on unruled paper. In the word Idaho, line 14, the hook on Hay can not be fully made, but is indicated by retracing the previous stroke.

Study lines 11–14 until you can read them correctly and rapidly. When you can read p. 17 in five minutes, write it from the long-hand key without help from the printed phonography, being careful to observe rules in Pars. 74, 77 and 78. Write the page, as previously directed, line for line. After comparing line 1 with the printed shorthand, write the line correctly ten times. Proceed in the same way with each line. The knowledge and facility of writing that you gain in practicing one line many times will help you greatly in writing the next line.

Write the exercise on p. 18; compare and correct according to directions given for exercise on p. 12. Read carefully and thoughtfully Pars. 84–90. *Learn* the summary. Read Pars. 91–99 carefully and thoughtfully, and learn Pars. 93, 96, 97, and 99. This portion of the work will be better understood later on.

Do not be troubled if you do not always understand why a reporter finds it safe to write certain words in the second position, or as reporters say, without position. Whenever you are in doubt as to whether a word needs position or not, put it in position. Except in case of conflicting words, it is never wrong to put a word in position. It may be unnecessary trouble, but it is not wrong.

Lesson VI.

Perhaps the most important rule in shorthand is this: *Make a good, sharp angle between strokes.*

Learn Par. 100. Transcribe line 1, Exercise 8, and compare your transcript with the key. Read and write the line until you know it. Learn Pars. 101 and 102 and master line 2. Learn Par. 103 and master line 3. Learn Par. 104 and master lines 4 and 5. Review paragraphs 100 to 104 and write lines 1–5 again from the key, without help from the printed shorthand, and compare your work very carefully with the printed shorthand. Notice if every stroke, position, and vowel are correct.

Observe that *arm* and *army* are written in the second position to distinguish them from *room* which has the same conconant outline and the same place vowel (see Pars. 95 and 96). Write lines 1–5 until you are sure you will always know how to write the words in these lines. Then learn Pars. 105 and 106; read and write lines 6 and 7 until you thoroughly master them. Learn Par. 107 and master lines 8 and 9. Learn Par. 108 and master line 10. Review Pars. 105–109 and read and write lines 6–10 until they are thoroughly impressed upon your mind — *until the nail is clinched.*

Write the exercise on p. 23 without help; then compare with the correction plate. If you have thoroughly learned the principles of the lesson, you will make very few mistakes in this exercise. Whenever you find a mistake, review the principle that you have violated. It is not sufficient that you know that your outline is wrong; you should know *why* it is wrong. It is not sufficient to know that a certain outline is correct; you must know why the word must be written that way. Learn the remainder of p. 23 and follow directions in Par. 112.

The different dictionaries do not agree in regard to the sounds of obscure vowels. It is almost always safe to use the second-place light dash whenever you are in doubt as to the sound of an obscure vowel. The second-place light dash may be used to indicate the last vowel in Anna, Ira, arena, etc., although Webster gives the Ah sound in the above cases.

Write the exercise at top of p. 24 line for line. Compare it with the correction plate and correct. Write, compare and correct again and again as previously directed for the exercise on p. 12.

You will learn shorthand much more rapidly if in your personal writing you will write every word that you can in shorthand.

At first it may take more time to write a word in shorthand, than in longhand, but persevere and you will soon find that you can write a number of words much easier in shorthand and this number will increase from day to day. Soon it will become second nature to write words in shorthand. A little voluntary work of this kind will help you much more than the same amount of compulsory tasks planned by the teacher.

Lesson VII.

Learn Pars. 113–115 and the first two lines of wordsigns. Observe that the most common words like *be*, *do*, *will*, *for*, and *have* are in the *second* position *regardless of the rules given for position. Wordsigns are exceptions,* and must be memorized instead of written by rule.

Learn Pars. 116–118 and study the third line of examples. Be able to read and to write the three lines forwards and backwards before looking at p. 25.

Notice that the tick for *the* is to be joined to the *end* of a word, not to its beginning. Therefore, when a sentence begins with *the,* the dot must be used. The dot must always be used when the tick would not make a good angle. Use the tick for *the* whenever you can, as it is quicker than the dot and less likely to be overlooked when reading your notes.

Learn Pars. 119 and 120 and read line 1, p. 25. Notice that the dot is used for *ing* in every case where the stroke does not make a good angle except in the word being. Read and write line 1 twenty times.

Read the rest of p. 25 as far as possible without looking at the key on p. 26. When you can read the page both correctly and quickly, write the first sentence from the key without help from p. 25. Compare it with the printed shorthand and correct every defect as well as every mistake in your writing. Write the sentence twenty times. Think how each stroke should be written before making it, then write it as rapidly as you can and make it perfect. Compare frequently with the printed shorthand to make sure that your work is correct. Be very careful not to put a single stroke in the wrong position. If written correctly, the repeated practice of each sentence will give you considerable facility in writing. Test this by writing a sentence that you have learned to write correctly over and over as many times as you can in a minute.

See how many words you have written in the minute. Write the same sentence again for another minute, and another minute, and notice what the gain is each minute.

After writing each sentence twenty times, write the whole page from the key and compare carefully with p. 25. If you have made any mistakes, write the sentences containing the corrections twenty times each.

Write answers to the Test Questions at bottom of p. 26. Compare these answers with Pars. 34; 21; 41; 75; 52 and 60; 53 and 74, 62; 63, 67, 77; 63, 28, 78, 81; 66; 90.

Lesson VIII.

This is the most important lesson in the Manual. Learn Pars. 122–125 and read lines 1–4, Exercise 10.

Follow directions in Par. 127. Copy all the straight strokes in columns 1 and 2 of the Table, being careful to put the circle on the proper side of each stroke. One of the worst shorthand crimes you can commit, is to put the circle on the wrong side of a stroke. Make the circle as small as possible and the strokes straight. In column 1, the beginning of the stroke forms a part of the circle and that part is straight, not round. In column 2, make each stroke with a quick, straight motion and stop slightly before making the circle. Practice in this way, and you will have no difficulty in making the strokes straight.

Transcribe lines 1–4 and correct the transcript by the key. Omitting the vowels, write each line ten times from the key, and each time compare with the printed shorthand. Notice if every stroke is straight at beginning and end, and if the circle is on the proper side of the stroke.

Study Par. 129 and copy the line of examples under it five times. Write lines 1–4 again, vocalizing the words. Compare with the printed shorthand and notice if every vowel is on the proper side of its stroke. Write, compare and correct again and again until you can write these lines easily and correctly, putting both circle and vowel on the proper side of the stroke.

Learn Pars. 126–132. Read and transcribe lines 5–14; compare the transcript with the key and correct it. Read p. 28 again and again until you can read it correctly in five minutes.

Review the rules that apply to lines 6–10 and write those lines from the longhand key, omitting all vowels. See if every

stroke is straight and if the circle is on the same side of the stroke as in the printed shorthand. Write each line ten times without vowels; then write the lines with vowels and correct them. Write, compare and correct until you can write them easily and without error; then write the remainder of the page until you know it perfectly.

Review all the rules of the lesson and write the whole page from the key without help from p. 28. Then compare with the printed shorthand, and if you have made any error, write the page again. Then write the exercise on p. 29. If you have learned this lesson well and are very careful, you can write this exercise without putting the circle on the wrong side of the stroke a single time in the exercise. Try it. Write the exercise through without vowels the first time, and compare with the correction plate. When you can write the exercise correctly without vowels, write it again, vocalizing the outlines, taking care to put every vowel on the proper side of the stroke. Write, compare and correct until you succeed in making the exercise perfect in every respect. Then write each line five times to gain both correctness and ease of writing. The sooner you reach the time when it will be hard for you to put a circle on the wrong side of a stroke, the sooner will you become an expert reporter.

Lesson IX.

Spend five minutes in reviewing the wordsigns.

Learn Par. 133; read and transcribe line 1, p. 30. Learn Par. 134; read and transcribe lines 2 and 3. Learn Pars. 135 and 136; read and transcribe line 4. Learn and *follow every direction* in Pars. 137, 138, 139 and 142. Read and transcribe lines 5–7. Read the first seven lines until you can read them correctly in two minutes. Then write them from the longhand key without help from the printed shorthand. Compare your work carefully with the printed shorthand to see if every stroke is straight, if every circle or loop is on the proper side of the stroke, if Sez is made *large* and *round*, if Steh is *very narrow*, and if both loops are *much longer than they are wide* — Steh half as long, and Ster two-thirds as long as the stroke. After comparing and correcting each line, write it carefully ten times, taking great pains to make the loops long and thin, and the circles of the proper size.

Learn Par. 140; read and transcribe lines 8 and 9. Learn Par.

141; read and transcribe line 10. Learn Par. 143; read and transcribe the rest of page 30. Observe that in the outlines for *nicest* and *exercised*, line 14, the circle is not round, but is pointed on one side. Compare with the outline for *nicely*, p. 28, line 10. In these cases the circles, coming between two strokes, are necessarily pointed and look a little like loops, but there is no danger of their being mistaken for loops, because *a loop is never formed by the crossing of two strokes*. Read lines 8–14 until you can read them correctly in two minutes. Read Par. 144. Write lines 8–14 ten times, each time writing from the longhand key without help from the printed shorthand and each time carefully comparing and correcting by means of the printed shorthand.

Write the exercise at the end of this lesson, line for line. Compare with the correction plate and correct all errors and poorly written strokes, loops or circles. See if every vowel, circle or loop is in the right place. Write, compare and correct again and again until you can write the exercise perfectly.

Lesson X.

Review the wordsigns. They will be a hindrance instead of a help unless you know them so well that you can recall them instantly and without effort.

Learn Par. 145; read and write lines 1–3 ten times, each time writing from the longhand as indicated in previous lessons. Learn Pars. 146 and 147; read lines 4–10, carefully observing how the rules are followed in each outline. Study Pars. 148–150 and read the remainder of p. 33. Study the page until you can read it correctly in five minutes.

In this and in every other lesson, each line of shorthand must be transcribed into longhand the first time it is read. Then the transcript must be compared with the key to make sure that the translation is correct. In every case the exercise must be written in shorthand from the longhand without the least help from the printed shorthand, and afterward it is to be compared with the printed shorthand and corrected by it. These directions must be strictly followed if the student wishes to improve.

Review Pars. 145, 147, 148 and 149.

Write lines 4–14 fifteen times, each time from the longhand, and each time compare with the printed shorthand. If you make any

errors the fifteenth time, write the corrected words twenty times, then write the page again.

Write one-half of the writing exercise on p. 34. Compare with the correction plate and correct your work. Observe whether every vowel, circle, and loop is on the proper side of the stroke, whether Iss is as small as it can be well made, Sez large, and the loops thin and long. Practice this half of the exercise until you can write it without error. Review Pars. 145–149 and write the remainder of the exercise. Compare your work very carefully with the correction plate to see if you have written Iss instead of Es or Ze, or if you have written the stroke when you ought to have written the circle. Be sure not only to correct every error but to find out *why* the correction is necessary. Write the last half of the exercise ten times, each time carefully comparing with the correction plate.

Lesson XI.

Except in phrasing, a wordsign is always written in the same position as given in the Manual. This position is often arbitrary, not corresponding with the vowel in the word; hence, the position must be thoroughly memorized. *Other* words, if short, are generally written in the position indicated by the principal vowel in the word. But if long or peculiar, it is seldom necessary to take the trouble to put them in position.

Study Pars. 151–157. Study the wordsigns on p. 35 until you can read and write them forwards and backwards.

The key must be used somewhat, but use it as little as possible in reading and transcribing lines 1–3, p. 36. Compare your transcript with the key and note every error.

Observe that Chetoid is generally used for *the*, and Ketoid for *a* or *and*. Read lines 1–3 until you can read them correctly and quickly without help from the key. Write the lines from the key, and compare with p. 36. See if every tick is made in the right direction and if the tick for *on* is made *up*.

Write the lines until you can write them correctly, then write them until you can write them both correctly and quickly.

Study p. 36 until you can read it correctly in four minutes. Copy each sentence from the shorthand at least twenty times, the more times the better. Be very careful about the position of each word.

If you will be careful not to write any faster than you can

write correctly, you may time yourself on these sentences. This will be very interesting. Write a sentence over and over as many times as you can write it correctly in a minute, then count the number of words you have written in the minute. Write the same sentence again and again another minute and notice how many more words you wrote in the second minute. Try it again a third minute to see what your gain will be. But be sure that you write the sentence perfectly before beginning to time yourself. It does not pay to practice mistakes. It is better to be accurate and slow than to be careless and rapid. An accurate stenographer may give good satisfaction even though slow; an inaccurate stenographer merits a discharge, and generally gets what he deserves.

Do not leave p. 36 until you can write the whole page from the longhand easily and without error, without a single word in the wrong position.

Write the exercise on p. 37 in shorthand; compare with the correction plate and correct. Then write each sentence correctly at least twenty times. Do not practice errors. Be sure that the sentence is correctly written before you begin the twenty times. After practicing each sentence, write the whole exercise and compare with the correction plate. If any sentence contains an error, correct the error; then write that sentence thirty times. Write each stroke as rapidly as you can and yet make each stroke perfect.

Lesson XII.

This is an easy lesson and you will not need to write it many times provided you will learn thoroughly and follow exactly the directions given in Pars. 158, 160, and 161. All in the lesson should be learned, but these paragraphs are the most important and yet the most easily forgotten. Read and transcribe page 38. Be able to read the page correctly in five minutes.

Write lines 1–11, p. 38, from the key and compare with the printed shorthand. Correct all errors and review the principles violated. Rewrite the lines until you can write them correctly. Write line 9 ten times. Write the exercise on page 39; compare with the correction plate and correct. Write, compare and correct until you can write it easily and without error. Spend ten minutes reviewing the wordsigns and wordsign exercises.

Lesson XIII.

Learn Par. 166; read and transcribe lines 1 and 2, p. 40. Learn Par. 167; read and transcribe lines 3 and 4. Learn Par. 168. Copy column 8 of the Table as far as Zhe.

Observe that Wuh is used only with Es, Ze, Ish, Zhe, Kay, Gay, and Ing.

Learn Par. 169; read and transcribe line 5. Read lines 1–5 until you can read them rapidly and correctly. Write them from the longhand key and compare with the printed phonography. Observe whether you have used the proper semicircle, and whether each semicircle is small and narrow, with sides of equal length. When writing line 5, the circle should be flattened, not round. Write lines 1–5 until you can write them easily, correctly, and rapidly.

Learn Par. 170; read and transcribe line 6. Learn Par. 171; read and transcribe line 7. Learn Par. 172; read and transcribe line 8. Learn Par. 173; read and transcribe line 9. Read and write lines 6–9 until you can both read and write them correctly and rapidly.

Learn Pars. 174 and 175; read and transcribe lines 10–12. Read and follow directions in Par. 176. It is very important that the w hook should be very small and that the hook line should be straight. Make the hook line horizontal in Wem and Wen.

Learn Par. 177; read and transcribe lines 13 and 14. Read lines 10–14 until you can read them correctly and rapidly. Write each line twenty times, following directions in Par. 176. Three or four times a day for two weeks, say and write Wel, Wem, Wen, Wer, Whel, Whem, When, Wher, Swel, Swem, Swen and Swer. These are easily learned, but very easily forgotten. You will soon have occasion to review this lesson. See how long you can remember it.

Write the exercise on p. 41. Compare with the correction plate and correct. Notice what principle is violated in every correction, then look out when you rewrite the exercise. Practice the corrections twenty times. Write the exercise again and again until you can write it without help and without a single error.

Do you review the wordsigns each day? You should do so.

Lesson XIV.

When writing the wordsigns on p. 42, be very careful to make the signs for *that* and *without* as different as possible from the signs

for *we* or *with*, and *were*. The former should not curve very much and should be half as long as the phonograph *The;* the signs for *we* or *with*, and *were* should be made very small and close, like tiny horseshoes. Learn to read and write the wordsigns on page 42 both forwards and backwards.

Learn Par. 178; read line 1. Learn Par. 179; read line 2. Observe that in phrasing, *I* is represented by the first half of its wordsign written *down*, or by the second half written *up*, *always up*. Chetoid is never used for *I*. Chetoid stands for *he*. Petoid or Retoid represents *I*.

Learn Pars. 180 and 181; read lines 2 and 3. Learn Pars. 182 and 183, and read line 4. Read and write lines 1–4 ten times each; compare each time very carefully with the printed shorthand. See if every tick is made in the proper direction, and is as short as it can be made and not look like a dot. Notice if the circles are on the right-hand side of the down ticks, and if the semicircles are small. Write lines 1–4 once again from the key. If you find any errors in your work, practice the corrected words ten or twenty times, then write the lines again and compare. Do not leave them until you can write them with absolute accuracy.

Read and transcribe lines 5–14. If you find a sentence that you cannot read, do not look at the key. Read the next two or three sentences if you can; then come back to the sentence that baffled you. It may be that you will read it without difficulty now. If you cannot, read a little further on; then come back to the sentence again. Read and transcribe as much of the sentences as you can without help, leaving spaces in the transcript for the words you cannot translate. Then compare your transcript with the key and correct it. Write lines 5–14 from the longhand key. Compare your work with the printed shorthand and correct all errors. See if you have used the right tick or the right semicircle, and if each wordsign is in the correct position. Practice the corrections until you can lay the book aside and write them all correctly from memory. Write the first sentence again and compare very carefully with the printed shorthand. When you succeed in writing it without the slightest inaccuracy — not before — you may practice it for speed. Write no faster than you can write correctly, but write each sentence again and again until you reach the highest speed possible to you consistent with accuracy. Practice each sentence in the same way. Then write all of the sentences once through

and compare with the printed page. If any sentence contains an error, learn the correction, then write the sentence ten or twenty times. Do not leave the exercise until you can write the whole of it without help and without error. If you know p. 43 perfectly, you will make very few errors in writing the exercise on p. 44. Write the exercise on p. 44 in shorthand without referring to pp. 42 and 43. Compare with the correction plate and correct.

Notice that there are two correct ways of writing *white* and *wheat*. In some kinds of business these two words will conflict, as in the terms, Fancy White or Fancy Wheat. In grain correspondence, *wheat* is the more common word and should be written in the simpler way, Weh-Te, while *white* should be vocalized or else written with a different outline, as Chetoid-Wuh-Te. In some other business, *white* might be more frequently used, and should then be written in the easier way, Weh-Te, and for the sake of distinction, *wheat* should be vocalized or else represented by the longer outline. A vowel makes a word safe, and the best reporters will occasionally vocalize a word. Some find it easier to distinguish between conflicting words by using different outlines, while others find it easier to vocalize the word that occurs the less frequently. Either way is approved by practical reporters.

Back and *book* will occasionally conflict if written in the same way. They may be distinguished by vocalizing *back* or by writing *book* in the second position instead of the third. See Par. 96.

Practice the writing exercise until you can write it in correct shorthand without help from the correction plate.

Lesson XV.

Do not forget to review the wordsigns every day.

Read Pars. 185–190. Learn Par. 186. Learn the names of the double consonants given on p. 44. Be able to pronounce them correctly and quickly in their order without looking at the book.

Copy the two lines of double consonants, carefully observing directions in Par. 190. It may help you if you will make a slight stop after writing the hook, then make the stroke with a quick, straight movement. It is very important that the hook line should be straight, not curving in a particle. Write the copies on p. 44 ten times each, making every stroke quickly and perfectly straight, and making the hook line very close to the main line and perfectly straight.

Learn Pars. 186–190. Read and transcribe lines 1–10, p. 46. Name the double consonants as you read the words. Learn Par. 191; read and transcribe lines 11–13. In line 13, last three words, Shay is used because Ish would not make a good joining. Review Par. 187; learn Par 192, and write the examples following ten times each. Read and transcribe line 14. From the longhand key, without help from page 46, write each line of the exercise in careful shorthand.

Make any other mistake if you will, but do not make the mistake of writing a single hook on the wrong side of its stroke. Read, believe, and follow what is said in Par. 193. Consider it a state's prison offense to put a hook on the wrong side of a stroke.

Write each line of the exercise ten times correctly. Then write the whole page from the key and compare with the printed page. If you have made mistakes, write it again and again until you know the page perfectly. Write one-half of the exercise on p. 47, line for line. Compare with the correction plate and correct. Write the lines carefully ten times each. Then write the whole through and compare. It is not enough that you are able to write this exercise without error when you take pains to do so. You must practice the exercise until you form a habit of writing the hooks properly, until it would be hard for you to misplace them.

Review Par. 192. Do not allow yourself to be a party in a divorce suit. Write the second half of the exercise on p. 47 and compare with the correction plate and correct. Practice the corrections twenty times each. Write, compare and correct again and again until you can write the exercise without error.

Lesson XVI.

Study the diagram in Lesson 16. There are two initial hooks, r and l; the l hook on the circle side, the r hook on the opposite side. So there are two final hooks, f on the circle side and n on the opposite side. Learn Pars. 194 and 195. Read aloud and copy, ten times each, the two lines of hooked strokes at bottom of p. 47. Remember that it is of the utmost importance that you make the f and the n hook very small and the hook line straight, never curving in. Read and transcribe lines 1–9, p. 48. Compare your transcript with the key and correct. Did you have any difficulty in translating the fourth word of the seventh line and the first two words of the ninth line? Do you remember what you were

told to write and name every day for two weeks? Those who follow directions generally get along better than those who do not.

Read, believe, and follow directions in Par. 199. Write each of the nine lines carefully from the longhand without help from the shorthand, and each time compare with the printed shorthand. Be sure that every hook is on the proper side of its stroke. Write each line ten times. Then see if you can write the nine lines through without an error. Practice them until you can do so easily.

Read Pars. 196–198; read and transcribe lines 10–14. Learn Pars. 196–198. When two necessary vowels precede f, v, or n, the second vowel is placed by the f, v, or n, and the first vowel is placed by the preceding consonant. Thus, in *ruin* the first vowel is placed at the end of Ray, after it, and the second vowel is at the beginning of En, before it. Write lines 10–14 from the longhand key without help from the printed shorthand. Compare with the printed shorthand and correct. Write them again, and again compare and correct. Repeat this until you can write them easily and without a single error. Review 196–199. Observe that the rules in Par. 196, 1 and 2, are similar to those in Par. 147, 2 and 4. Write each line of the exercise on p. 49 ten times, each time without help from the correction plate, and each time carefully compare your work with the correction plate. Then write the whole exercise through and compare. If there is an error in it, write it again and again until you can write it correctly and quickly. Then write the exercise on p. 50 until you know it. Remember the hook must always be used for f, v, or n at the end of a straight stroke unless there is a vowel sound after the consonant or two vowel sounds before it.

Lesson XVII.

Study Pars. 200 and 201 and write the examples until you can write them correctly and easily — every hook small, the circle flattened, and every stroke straight.

Read and transcribe line 1. Learn Par. 202; read, transcribe, and copy the shorthand of line 2, making the circle long and thin, never round. Learn Par. 203; read and transcribe line 3. Learn Par. 204; read and transcribe lines 4–7. Learn Par. 205; read and transcribe line 8. Learn Par. 206; read and transcribe line 9. Learn Par. 207; read and transcribe lines 10–12. Learn Par. 208; read and transcribe lines 13 and 14. Review Pars. 200–208, and

study page 51 until you can read it correctly in five minutes. Follow directions in Pars. 209 and 210. After writing each line ten times, write the whole page from the longhand without help from the shorthand and compare with the printed shorthand. Correct all errors and rewrite. Continue this practice until you can write the whole page without help and without a single error. Write the exercise on p. 52 line for line. Compare with the correction plate and correct. Practice the corrections many times; then rewrite the exercise. Write, compare and correct again and again until you can write the whole exercise easily and without error.

Find and learn answers to the Test Questions. Then write the answers from memory, and compare what you have written with the Manual, as follows: Q. 12, Pars. 100, 102–104, 105–108; Q. 13, Par. 111; Q. 14, Par. 192; Q. 15, Pars. 125, 142, 188, 194; Q. 16, Pars. 200, 203, 205, 208; Q. 17, Pars. 204, 206, 207; Q. 18, Pars. 204, 207; Q. 19, Par. 206; Q. 20, Par. 116, 117; Q. 21, Pars. 116, 117; Q. 22. On and should.

Lesson XVIII.

Bend a hairpin to form Fl, Vl, etc. Turn it over for Fr, Vr, etc. Learn Pars. 211–213; read the three lines of copies at top of p. 53 until you can read them correctly and rapidly. Study and follow directions in Pars. 214–216. Read and transcribe lines 1–9, p. 54. Learn Par. 217; read, transcribe, and copy the shorthand of line 10. Do not be afraid of retracing too far to indicate the hook. Make the retracing very distinct. Learn Par. 218; read and transcribe lines 11–14. Compare your transcript with the key and correct. Read each line until you can read it correctly and quickly. Then read the whole page again and again until you can read it correctly in *three* minutes.

Observe that El is used in *flail* because Fl curves the same as Ef. See Par. 111, 2.

Write Exercise 20 in shorthand from the longhand key without help from p. 54. Compare your work very carefully with the printed shorthand. Observe whether you have made every hook and stroke properly, if the curves curve enough, if Mr and Nr are shaded as they should be, if the hook line is horizontal on Mr and Nr and vertical on Thl, Thr, if Shl and Zhl are made sufficiently curving and with a small hook. Notice also whether the hooks are distinct where they are indicatedby retracing. Practice the corrections

twenty times. Write each line ten times; then write the whole page again, and again compare and correct. Write, compare and correct until you can write the whole page easily and without an error. Then write the exercise on p. 55, line for line. Be careful to make the hook small in Shl and Zhl, and the strokes quite curving. Compare your work with the correction plate and correct. Write each line of the exercise ten times, each time without help from the plate, and each time correct your work by the plate. Then write the whole exercise once through and compare with the plate. If you have made any errors, write it again and again until you succeed in writing the exercise without help and without error.

Lesson XIX.

Study and remember Pars. 220 and 221; read and transcribe lines 1 and 2, p. 56. Learn Par. 222; read and transcribe lines 3 and 4. Learn Par. 224; read and transcribe line 5. After correcting the transcript by means of the key, read lines 1–5 until you can read them correctly and quickly. Review Pars. 220–224. Copy lines 1–5. Follow directions in Pars. 223 and 224.

When writing *manly*, *seminary*, and *meanly*, line 4, make the n hook slanting instead of horizontal; then it will be easy to add the Lay or Ray to the hook.

Write lines 1–5 from the longhand key and compare with the printed shorthand and correct. Write each line ten times. Write the exercise on pp. 55 and 57 and compare your work with the correction plate, paying especial attention to the hooks and circles. Practice the exercise until you can write it correctly and easily without help from the plate.

Learn the wordsigns on p. 57. Read and transcribe lines 6–9. Correct the transcript. Write lines 6–9 twenty times, taking care to put every wordsign in its proper position. Read lines 10–14 as far as possible without help from the key on p. 57. Write the letter as directed twenty times; read your notes and also compare them with the printed shorthand each time. Be very careful about the position of the wordsigns. Review all of the wordsigns you have learned.

Write the exercise on p. 57 and compare very carefully with the correction plate. Make sure that every wordsign is in the proper position. Write each sentence at least twenty times — the more

times you write it, the more speed you gain. But do not allow yourself to write any faster than you can write accurately. After practicing each sentence, write the whole exercise once through and compare with the correction plate. Practice your corrections, if any, twenty or thirty times; then write the exercise again. Do not leave it until you can write the whole exercise correctly without help from the key.

Lesson XX.

Learn Pars. 226–228; read and transcribe line 1, page 59. Learn Par. 229; read and transcribe lines 2–7. Learn Par. 230. Learn columns 21–26 of the Table, paying especial attention to columns 23 and 25. If these columns are well learned, it will save you from making many mistakes in your exercise. Remember the *e* in the names represents any vowel that may come between the stroke and the hook; thus, "Pent" stands not only for the syllables, pent, pend or penned, but for paint, pained, pant, panned, pound, pint, point, pinned, pond, etc. After learning columns 23 and 25, you will have little trouble in remembering and applying Par. 230. When Es is halved it is called Est, not Set. Remember the names, Est, Ests, Essent, Essents.

Read and transcribe lines 8 and 9. Learn Par. 231; read and transcribe lines 10 and 11. Learn Pars. 232 and 233; read and transcribe line 12 and all but the last two words of line 13. Learn Par. 234; finish reading and transcribing lines 13 and 14.

Review Pars. 226–234. Study p. 59 until you can read it correctly in five minutes.

Read Par. 235. Write the first seven lines of Exercise 22 from the longhand key, without help from the printed shorthand. Compare your work carefully with the printed page. See if you have put all the first-position half-lengths *just under* the upper ruled line, not through it, and if you have put all the third-position half-lengths *under* the lower line, not through it. Practice the corrections twenty times; then write the half-page again from the key and again compare and correct. Write, compare and correct until you can write the seven lines without aid from the printed page and without a single error.

Write lines 8 and 9 from the key, and correct by means of the printed shorthand. Write lines 8 and 9 ten times each, carefully comparing your work each time with the printed shorthand. Write

the remainder of the page from the key, and compare and correct as before. When you can write the whole of page 59 from the key correctly without help from the printed shorthand, review Pars. 226–235 and write the exercise on p. 60. Compare your work with the correction plate and carefully correct every half-length that is too long or in the wrong position. Notice also every other error. Practice the corrections until you have thoroughly memorized them; then write the exercise again and compare and correct as before. Repeat the writing, comparing and correcting until you can write the whole exercise without making any mistakes, and without help from the correction plate.

Lesson XXI.

Learn Pars. 236 and 237. Observe that the rule in Par. 237 is similar to the rule given in Par. 147, 2 and 4. Read and transcribe lines 1 and 2, p. 61. Learn Par. 238. A part of this paragraph is written in capitals because it is important and students generally forget it. See if you can remember it. Read and transcribe lines 3 and 4. Learn Par. 239; read and transcribe line 5. Learn Par. 240; read and transcribe line 6. Learn Par. 241; read and transcribe lines 7 and 8. Learn Par. 242; read and transcribe lines 9–13. Review Par. 238; read and transcribe line 14. Follow directions in Par. 243; study p. 61 until you can read it correctly and rapidly.

Review Pars. 236–243. Write Exercise 23 from the longhand key, without help, and then compare with p. 61. Carefully note and correct all errors. Practice the corrections until you know them, not only for to-day, but for all time. Write each line on p. 61 ten times, each time from the key, and each time compare with the printed shorthand. Then write the whole page once through and compare. Write the exercise on p. 62; compare, correct, and rewrite as usual.

Find and write down the answers to the Test Questions on p. 63. Prove the correctness of your answers by comparing them with the following paragraphs: Q. 23, Pars. 186 and 213; Q. 24, Pars. 186 and 213; Q. 25, Par. 194; Q. 26, Par. 222; Q. 27, Pars. 202 and 224; Q. 28, Pars. 147, 148, 149, 170, 171, 196, 237–241; Q. 29. When a word begins with s, or when a word ends in the sound of s or z, use the circle except when s or z is preceded or followed by two necessary vowels. See also Pars. 166, 167, 172, 196, 236

and 351; Q. 30, Pars. 228, 233, and 234; Q. 31, Par. 229; Q. 32, Par. 230; Q. 33, Par. 231; Q. 34, Pars. 232 and 233; Q. 35, Pars. 233 and 234; Q. 36, Par. 242; Q. 37, Par. 241.

After learning the answers to the Test Questions, write the exercise at the bottom of p. 62, and compare your work with the correction plate. Practice the corrections twenty times. Write the exercise again; compare and correct as before. Continue writing, comparing and correcting until you can write the whole exercise without error.

Write the exercise at the bottom of p. 63 and compare with the correction plate. Do not be disturbed if you have phrased a little more or a little less than is given in the correction plate. It makes very little difference in this exercise whether you phrase or not, but it makes an immense difference if you get a single word-sign in the wrong position. Notice how many of the wordsigns you have forgotten, and review those. Write them upon your cuffs or upon your finger nails, or do something a little queer to impress them upon your mind. Write the exercise again, comparing and correcting as before. Continue in this way until you can write the exercise without a single error. Then write each sentence several times, until you can write it not only correctly but rapidly. Provided you write it correctly, the more times you write each sentence the better — the more facility you will gain.

Lesson XXII.

Learn Par. 244; read and transcribe line 1. Learn Par. 245; read and transcribe lines 2 and 3. Learn Pars. 246 and 247; read and transcribe line 4. Learn Par. 249; read and transcribe lines 5–7. Learn Par. 248; read and transcribe line 8. Read lines 1–8 until you can read them correctly and rapidly. Review Pars. 244–250 and write lines 1–8 from the key without referring to p. 64. Compare your work with the printed shorthand and correct. Write, compare and correct until you know lines 1–8 perfectly. Be sure to make your double lengths long enough. There is no danger of mistaking them if they are made too long.

Learn the wordsigns on p. 65. Study lines 9–14, p. 64, until you can read and write them correctly and rapidly. Write the exercise on p. 65. Compare your work with the correction plate and correct all errors. Notice particularly whether the double lengths are long enough, and whether they are in the right posi-

tion. Write each sentence until you can write it correctly; then write it until you can write it both correctly and rapidly. After practicing each sentence in this way, write the whole exercise once through and compare again with the correction plate. If you have made any errors in your work, write the exercise again, and again compare.

Spend fifteen minutes in reviewing all the wordsigns.

Lesson XXIII.

Learn Par. 251. Copy the examples there given, making the hook very large, and the stroke straight and no longer than usual. Read and transcribe lines 1 and 2. Iss may be written within any of the large hooks the same as within the l or f hooks. Learn Par. 252; read and transcribe lines 3–5. Learn Par. 253; read and transcribe line 6. Read lines 1–6 until you can read them correctly in two minutes. Learn Par. 254. It is easier to make Kay straight if El, not Lay, is used in such words as quail, squall, etc. In *squelch*, Lay is used because El would not make a good angle with Chay.

Write lines 1–6 from the longhand. Make the hook very large in Tway, Dway, Quay and Gway so that it cannot possibly be mistaken for the l hook. Make the hook very large also in Ler, Mel, Nel, and Rel so that they cannot be mistaken for Wel, Wem, Wen, and Wer. Compare your work with the printed shorthand. See if every hook is large enough, if each stroke is perfectly straight and of exactly the right length. Practice the corrections until they are thoroughly memorized. Write, compare and correct again and again until you can write the six lines easily and without error, making a marked difference between the large and the small hooks. Learn Pars. 255 and 256; read and transcribe lines 7–10. Learn Par. 257. The Ishun curl with its vowel represents ĭshun, ĕshun, āshun; or, with the sound of z instead of s, it represents ĭzhun, ĕzhun or āzhun. Since the curl is always added to the circle, representing s, z, ns, or nz, an outline ending in Ishun can only be used when the word ends in the sound of sishun, seshun, sashun, or similar syllables where z takes the place of one or both of the s's. Thus, *decision* ends in the sound of sizhun while *physician* ends in zishun.

Read and transcribe line 11. Learn Pars. 258–260; read and

transcribe lines 12–14. Observe that the word *session* is written with the Shun hook, not with the Ishun curl. The word does not *end* in seshun, but seshun is all there is of it. After using the s stroke, there is nothing but shun left to be added.

Review Pars. 255–260. Study lines 7–14 until you can read them correctly in two minutes. Write lines 7–14 from the longhand key without help from the shorthand, and compare with the printed shorthand. Observe every deviation from the correct form. See if every hook is on the proper side of the stroke and if there is a very marked difference in the size of the large and the small hooks. See if the Ishun curl is made rounding and close, like a quarter of a small circle. See if you have used the Ishun curl where you should have used the Shun hook, and vice versa. Study Pars. 255–258 and the above explanations in connection with lines 7–14 again, until you are sure you understand perfectly when to use Ishun and when to use Shun. Write the lines again from the key, and again compare and correct. Continue in this way until you can write lines 7–14 without a single error. Review Pars. 251–260 and read p. 67 again in connection with the rules. Write the exercise on p 68 and then compare with the correction plate carefully. Observe the size and place of each hook, and whether the Ishun curl is made like a quarter of a circle. Practice the corrections; then write the exercise again and again, comparing and correcting. Repeat this process until you can write the whole exercise correctly and easily.

Lesson XXIV.

Do you review the wordsigns daily? Learn the wordsigns on p. 68, also Pars. 261 and 262. Read and transcribe p. 69. Compare the transcript with the key and correct it. Study the page until you can read it correctly in three minutes. Write the first sentence from the longhand key and compare very carefully with the printed shorthand, correcting every error and every defect in hook or stroke. Write the sentence twenty times, making each stroke as fast as it can be correctly written, but no faster. Pursue the same course with each of the sentences. Then read the page again from the key and compare again very carefully. You will probably find some errors. Practice the corrections and write the sentences containing the errors twenty times each. Write the page again, and this time you will probably succeed in writing it correctly,

provided you are very careful. Do not be discouraged, however, if you find mistakes in it. Practice the corrections; then write the exercise again more carefully.

Write the exercise on p. 70 and compare with the correction plate. Divide the exercise into three short exercises and practice each part twenty times, being very careful to put every word in the proper position. Then write the whole exercise once through and compare with the plate. If you have made mistakes in any sentence, write that sentence twenty times correctly.

Lesson XXV.

Learn Pars. 263–269 in connection with reading and transcribing lines 1–6, p. 72. As you read line 1, observe that the part which follows *con* is put in the same position that it would have if there were no *con*. Thus, in *contrive*, it is the *trive* that is put in position. Observe also that *comm* as well as *com* is indicated by the Com dot. Thus, *comm-ence* and *comm-and* are written the same as if they contained but one m. The Com dot is never followed by Em except when a vowel comes between two m's, as in commemorate (Com-Em-Ret). Notice that the Com dot is placed *in line with the curve* which follows it, not at one side of the curve. If it were placed at one side of the curve, it might be mistaken for a vowel; but if placed in line with the curve, there is no danger. Thus, in the outline for *commence*, the Com dot is placed where it would be crossed by the En if the sides of the En were prolonged.

In line 2, observe that, if the part which precedes *con* is expressed by a horizontal, the part which follows con is placed *under the center* of the horizontal, not at one side of it. Thus, in the outline for *accompany*, Pe is placed under the center of Kay.

Observe that in every case *it is not the vowel in the prefix but the vowel in the main part of the word which decides the position of the word.*

In line 3, notice that it is safe to join the circle to the stroke in *selfish* because the outline is used often enough, and is sufficiently peculiar, to be readily recognized.

In line 5, observe that the N curl must be made on the side *opposite* to where the circle belongs. In Str, the circle is written in the place of the r hook, on the *left* side of Te. Therefore in Instr, (used in *instruct*, etc.) the circle is on the *right* side of Te. In the outline for *enslave*, the circle belongs on the *right* side of

Lay; therefore the curl must be on the *left* side. In each case, start the curl in the same direction as the following stroke. Thus, in the outline for *instruct*, the curl starts with a downward motion like Te; in the outline for *inscription* the curl starts with a horizontal motion like Kay. When the curl and the circle are made properly, they form a semicircle, with one line continuing through the middle of the semicircle.

The outlines in line 6, and a few others, are so peculiar that it is unnecessary to write them in position. However, it is not wrong to do so.

Do not leave lines 1–6 until you can read them correctly and rapidly, and until you can write them in perfect shorthand from the longhand key without help from the printed shorthand.

Study Pars. 270–278 in connection with reading and transcribing lines 7–14. The first outline in line 7 represents *sensible* or *sensibly*, and it may also be used for *sensibility*. In a sentence, the context will easily determine which one of these words is indicated — the adjective, the adverb or the noun.

Line 11. In *instrumentality* and similar words, write the part preceding ality, etc., the same as though there were no affix. Then write the outline again with the last stroke disjoined, and it will indicate that ality is to be added. Remember it is not the preceding *consonant* but the preceding *stroke* which is to be disjoined. In *instrumentality*, the *consonant* immediately preceding ality is *Te*, but the *stroke* immediately preceding ality is *Ment*.

After comparing your transcript of lines 7–14 with the key, study the lines until you can read them correctly in two minutes. Write lines 7–14 from the key without help from p. 72. Then compare with the printed shorthand and correct. Review the rules you had forgotten, and practice the corrections until you know them for all time. Write, compare and correct again and again until you can write lines 7–14 easily and without error, and without help from the printed shorthand.

Review Pars. 263–278, and also the foregoing directions. Then write the exercise on p. 73. Write, compare and correct as indicated for previous exercises until you can write it correctly and beautifully. It is hard to write a long exercise without a single error, just as it is hard to read even a page of longhand without making one or two mistakes of some kind. But persevere and you will succeed. The most successful shorthand writers are not

those who learned phonography in the shortest time, but those who learned it the most thoroughly.

Lesson XXVI.

Learn the wordsigns on p. 75 so that you can read and write them forwards and backwards. Read and transcribe p. 74 and correct your transcript by the key. Study p. 74 until you can read it correctly in three minutes. Write each sentence of this exercise from the key and compare it very carefully with the printed shorthand. Write it with the utmost care until you have learned to write it correctly and easily. Then write the sentence several times to gain speed. Write no faster than you can write correctly, but make every stroke as fast as is consistent with accuracy. When you think you cannot write the sentence any faster and write it correctly, take another sentence and practice in the same way. After practicing each sentence, write the whole page from the key and correct all the errors. Write the corrections on your finger nails. Study the corrected outlines until you can write them in order from memory. Then write the page again; and, if you are very careful, you will probably succeed in writing it without error. If you cannot write a long exercise without getting nervous and making mistakes toward the end, you may divide the exercise into two or three shorter exercises, but be sure to memorize your corrections thoroughly. Each day review all of the corrections of the day before.

Write the exercise on p. 75 and correct by the key. When you can write the first sentence correctly, write it over and over for a minute and notice how many words you write. Then write the sentence another minute and see how much you gain in speed. Be very careful, however, not to make any errors when practicing in this way. It does not pay to practice mistakes. Be very careful to put every wordsign in the right position. After practicing each sentence as indicated above, write the exercise through once and compare with the correction plate. If you have made errors, write the exercise again. Do not leave it until you know it perfectly.

Lesson XXVII.

Read Pars. 279–283; read and transcribe lines 1 and 2, p. 77. Learn Pars. 279–284; read lines 1–3 until you can read them correctly in one minute. Learn Par. 285; read and transcribe lines 4–8. Study lines 4–8 until you can read them correctly in two

minutes. Then write lines 1–8 from the key and compare with the printed shorthand. Practice all corrections and review Pars. 278–285. Write lines 1–8 again and again until you can write them correctly and easily from the key without help from the printed shorthand.

Learn Par. 286; read and transcribe line 9. Write line 9 from the key five times, and each time compare with the printed shorthand. Learn Par. 287; read and transcribe line 10. Then write line 10 from the key five times as indicated for line 9. Study Pars. 288–290 and write the examples contained in them twenty times. Read and transcribe the remainder of p. 77. Study lines 9–14 until you can read them correctly in two minutes. Then write them from the key, and compare and correct by the printed shorthand until you know them thoroughly. Review Pars. 279–290. Par. 279 is the most important one in this lesson, and Pars. 281 and 282 are next in importance.

Write the exercise on p. 78 and correct by the correction plate. Write the exercise again and again until you can write it correctly and quickly. Read the exercise every time you write it.

Lesson XXVIII.

Spend half an hour in reviewing the wordsigns previously learned. Learn the wordsigns on p. 78 and study p. 79 as previously directed in similar lessons. When you have mastered p. 79, write the exercise on p. 80. Practice this exercise until you can write it correctly and rapidly, putting every word in the proper position. Learn the remainder of p. 80 and write all the examples of numbers ten times each. Write the shorthand for 1 and 6 twenty times. Write the examples under Par. 294 five times each.

It is well to review the most important parts of the Manual in connection with the practice of the exercise on p. 81. The review will straighten out a good many tangles and will make the principles of shorthand seem easy to you. Review Pars. 19–24, 30, 31, 34, 38–40, 52–55, 59, 60, 62, 63, 65, 66, 68, 74, 77–80, 84–109. Read p. 22, lines 1–10. Write the exercise on p. 23 and compare with the correction plate carefully. Learn the corrections and write the exercise again, and again compare. If there are any errors in it this time, write the corrections down and study them at five different times during the day. It is an excellent plan to have a

pocket blank book — a five-cent one will answer — and in it write all the corrections you make during your review. Spend a few minutes each day in studying all the corrections in this little book until you know them perfectly. Then review them once a week until you are sure you will never forget any of them. Review Pars. 110–112 and read lines 11–14, p. 22. Write the exercise on p. 24. Compare your work with the correction plate and correct all errors. Practice the corrections and also write them in your pocket blank book. If necessary, write the exercise again.

It is well to divide the exercise on p. 81 into several lessons, the first ending with the word *millions*, line 11; the second part ending with the words *signal bill*, line 20; the third with the words *in his way;* and the fourth part finishing the exercise. Write the first eleven lines of this exercise; correct your work by means of the correction plate. Be very careful to get every word in the right position. The phrasing is of minor importance in this exercise. Write each sentence at least twenty times *correctly*. Write the eleven lines once through again, and again compare with the correction plate. If you find you have made any errors, practice the corrections twenty times and also write them in the pocket blank book. Write the sentences containing the corrections ten times each.

For the second review, read Pars. 114 and 116–120 very carefully to see if they do not contain at least one word that you have forgotten. Write the exercise on p. 26 and compare with p. 25. Practice the corrections at least twenty times, and also write them in the pocket blank book. If you have made three errors, write the exercise again. Answer the test questions on p. 26.

Review the rules and exercises in Lessons VIII. and IX. in the same way as indicated for Lesson VII. Do not leave these exercises until you can write them without error. Be very careful to make the loops thin and unlike each other. Make Ster and Sez very large, and Iss as small as possible.

Begin with the twelfth line of the exercise on p. 81; write as far as *signal bill*. Write and compare and correct each sentence twenty times as indicated for the first division of this exercise. Then write both the first and second divisions of this exercise and compare with the correction plate carefully. Be sure to read everything that you write. You must learn to read your notes like print.

For the third review, study Pars. 145–149. Read p. 33 and write the exercise on p. 34, one-half at a time, correcting, practicing, etc., as previously indicated. Review Pars. 153, 155, 158–163. Read pp. 36 and 38 and write the exercises on pp. 37 and 39.

The third division of p. 81 ends with the words *in his way*. When you can write the three divisions without an error, you may practice them some for speed, but be careful to write no faster than you can write correctly. It is difficult to write this exercise rapidly because there is so much memory work in it.

For the fourth review, study the rules in Lesson XIII. Read p. 40 and write the exercise on p. 41. Practice the corrections and write the exercise again and again, until you can write it without a single error. Be sure to make the w hook very small and straight. The hook line should be horizontal in Wem and Wen. Review Pars. 178–183. Read p. 43 and write the exercise on p. 44. Study it until you know it. Review Pars. 186–193. Read p. 46 and write the first part of the exercise on p. 47, without making a single mistake in the hooks. You can do it if you are careful. Write the second part of the exercise, taking care not to violate the principles given in Par. 192. Do not leave this exercise until you can write it without error.

Study the fourth division of p. 81, writing each sentence at least twenty times correctly. Then write the third and fourth divisions and compare with the correction plate. When you can write them easily and without error, write the whole exercise and compare with the plate. Write this exercise through once every day until you are sure that you will never forget any of these wordsigns.

Lesson XXIX.

Review Lessons XVI. and XVII. Do not leave them until you can write the exercises in them without a single error. Pay especial attention to Pars. 196, 197, 202, 206, and 207.

Learn Pars. 296 and 297. Read lines 1–4, p. 83, until you can read them as fast as you can talk. Then write each line twenty times from the key on pp. 82 and 84. Learn Pars. 298–300. Observe that Petoid is never used for *I* except with an *up* stroke or a *horizontal;* as in, *I will*, *I can*, *I am*. Retoid makes a good angle with most of the *down* strokes and is used in the phrases, *I think*, *I have*, *I do*, *I shall*. Chetoid is never used for *I*. It stands for *he*.

Read lines 5–8 until you can read them correctly and very rapidly.

Then write the lines twenty times each from the key, taking especial care in every phrase to use the proper tick for *I* and to write the tick close to the upper line where the wordsign for *I* belongs (Par. 183). In lines 7 and 8, it is a little more convenient to place Weh just above the upper line instead of just under it.

Study Pars. 301 and 303. Observe that Net is used for *not* in *must not, have not,* and *cannot.* It is not advisable to use "Kent" for *cannot. Can* and *cannot* would look too much alike, and a little carelessness in rapid writing might lead to a great deal of trouble.

Read lines 9–14 until you can read them correctly as fast as you can talk. Then write each line correctly from the key. Be careful to use the right tick for *I* in each case and to put the first word of each phrase in the same position that it would have if alone. Then write the whole page from the key and compare carefully with the printed shorthand. If you have sufficient patience and determination, practice each line on p. 83 until you can write it at the rate of seventy-five to one hundred words a minute. The proper use of phrasing not only increases the speed of writing, but it also adds to its legibility. Test this by writing the phrase, *I think that you will do,* for a minute, counting the number of words written. Then write the words separately for a minute; count the number of words, and observe which can be more easily and quickly read, the phrase or the separate words.

Lesson XXX.

Review Lessons XVIII and XIX. Before writing the exercise on p. 55, write p. 54 from the key and compare with the printed shorthand. Lesson XVIII. is a hard one and requires considerable study to write it correctly, even in review. Make Mer and Ner quite heavy, Shl with a very small hook, and Fr and Vr very slanting, particularly at the end. The curves should curve a good deal; the hooks should point out rather than in and should be perfectly distinct, especially those made by retracing.

Study Pars. 304 and 305. Read, then write, lines 1–4 until you can read and write them correctly and rapidly, putting each phrase in the proper position and using the proper tick each time. Learn Par. 306. Read and write lines 5–9 until you can read and write them with perfect accuracy and with considerable speed. Observe that *we know* and *we may* are written in the *second* position to distinguish them from similar phrases in the first position. In all

other phrases beginning with *we* expressed by the w hook, write the w hook in *first* position, *close to the upper line.* Learn Pars. 307 and 308. Read and write the remainder of p. 85. Then write the whole of p. 85 from the key and compare with the printed page very carefully. It will be well to write each line until you can write it at the rate of seventy-five to one hundred words a minute, provided you can write it correctly. Those who are careless or nervous do better not to time themselves, but to practice for accuracy only. Speed will come naturally and easily with time.

Lesson XXXI.

Study Pars. 309–311. Learn to read and write lines 1–6. Write each line twenty times. Both forms for *subscribe,* etc , are used by good reporters. The student may select that which is the easier and more natural to him. Where a word may be correctly written in two ways, one way may be very much easier for one reporter to write and another way for another reporter, because there is a difference in temperament. Wherever there are two different outlines given for any word in this Manual, it is because both outlines are used by expert reporters and teachers, and there is practically not a straw's difference between them. Only be sure to do this — select one of the outlines and keep it. Do not change from one to the other.

Review Lesson XX. Be able to write the exercise without error, putting the half-lengths in exactly the right position. Be very particular about the length of your strokes. The legibility of shorthand writing depends largely upon each stroke's being made exactly the right length.

Learn Par. 312. Read and write lines 7 and 8 twenty times each. Learn Par. 313. Read and write line 9 twenty times. While these shorter outlines are the ones generally used by expert reporters, yet it is never wrong to write any word in full, and it is best for some to do so. It is not wrong to insert the n hook in adjournment, assignment, etc. If the n hook is used in these words, it will be necessary to lift the pencil before adding "ment." Read and write line 10 twenty times. Read Pars. 314 and 315 and lines 11 and 12. The words in these lines may be written in full or with the shortened outlines, as desired. Those who have a retentive memory and a good English education may do well to use the abbreviated forms, especially if they desire to become court re-

porters. Others will find it easier and safer to write the words in full. Learn Pars. 316 and 317. Read and write lines 13 and 14 twenty times each. Review Pars. 309–317, and read and write lines 1–14 until you know them perfectly.

Lesson XXXII.

Review Lesson XXI. Be sure that you know everything in the rules and that you can answer the test questions correctly and can write the two writing exercises without error.

Learn Pars. 318 and 319. Read lines 1–9 until you can read them correctly as fast as you can talk. Then write the lines from the key. Write the first line; compare it very carefully with the printed shorthand and correct all errors. Practice the corrections; then write the line twenty times, taking great care to put each stroke in the proper position and to make the double lengths long enough. Proceed in the same way with each line. Observe that Zether *1* is used for *is there;* Zether *2*, for *was there;* and Zether *3* for *as there. No other* is put in the 3rd position to distinguish it from *another.* Do not forget this or you may fall into the same trouble as a young stenographer who wrote in shorthand to his sweetheart. He intended to write "I love no other woman." Unfortunately, he put *no other* in the wrong position; and, to her consternation, she read, "I love another woman." Attend to your positions if you do not want to figure in a breach-of-promise case. Write the nine lines again from the key, and again compare and correct. Continue writing and comparing until you can write them without a single error. Learn Pars. 320–325. Read and write lines 10–14 twenty times each; then write the whole page from the key and compare.

Lesson XXXIII.

Learn Par. 326. Read and write lines 1 and 2, p. 93, twenty times each. Review Lessons XXII. and XXIII., reviewing not only what is said in the text-book, but also the explanations given in these lessons in regard to Ishun and Shun. Do not leave the exercise on p. 68 until you can write it with absolute accuracy.

Review Par. 326 and lines 1 and 2. Read and write lines 3–6 twenty times each. Write the six lines once through again from the key and again compare with the correction plate. Practice the corrections, then write the lines five times again.

Read Par. 342. Read and transcribe p. 105. Compare your transcript with the key and correct. Read the page several times until you can read it correctly and quickly.

Learn Par. 327. Read and write lines 7–11 until you can read and write them correctly and rapidly. Observe that *with regard, with respect,* and similar phrases, as well as *with him* (line 7, p. 85) are put in the second position to distinguish them from *we regard,* etc. Learn Par. 328. Read and write line 12 twenty times.

Learn Pars. 329 and 330. Read and write lines 13 and 14 ten times each. Review Pars. 326–330 and study Pars. 331–337, paying especial attention to Pars. 334–337. Review the three points given in Par. 296. Write the whole of p. 93 from the key and compare with the printed shorthand. Correct all errors, practice the corrections, and rewrite the page. Study p. 93 until it can be written easily and without error.

Lesson XXXIV.

Study Pars. 338–341. Write the examples under them until you can write them all correctly from memory. Compare the first line on p. 96 with the key on p. 95. Then write the line from the key and compare with the printed shorthand. Correct, write, compare and correct again until you can write line 1 perfectly. Study line 2 in the same way; then write the two lines from the key and compare with the printed shorthand. If you have made any errors, study the lines until you can write them correctly. Learn the third line, and then write the three lines. Study in this way until you have learned the first five lines. Read and transcribe p. 106. Compare your transcript with the key. Study the page until you can read it correctly and quickly. Learn lines 6-9, pp. 95 and 96. Review Lesson XXIV. Study the remainder of p. 96. Write pp. 105 and 106 from the key and compare with the printed shorthand. Learn the corrections; then write the pages once again, and again compare.

Lesson XXXV.

Study Pars. 342 and 343. Learn to read and write lines 1–4, p. 98. Review pp. 71, 72 and 73. It will be easier to divide p. 72 and the exercise on p. 73 into two parts; practice each half until you know it, and then take the other half. It is very important that you know the prefixes and the affixes perfectly.

Read p. 99, as far as line 9, in connection with lines 5–8. If the v hook, line 5, is made *vertical* and *half as long* as the stroke, it will be safe and profitable in some cases. Write line 7 five times.

The large semicircles are used in the pages of testimony given later. Compare lines 9–14, p. 98, with the key on the opposite page. Learn to read these outlines and then to write them. If you do not know the meaning of some of the words, study the dictionary until you are able not only to define the words but to use them in conversation.

Review Lesson XXVI.

Lesson XXXVI.

Review Lessons XXVII. and XXVIII.

Read and transcribe pp. 107 and 108. Compare the transcript with the key and correct. Study pp. 107 and 108 until you can read them correctly and rapidly.

Review Lesson XXIX. Write p. 107 from the key and compare with the printed phonography. Notice what principles you have violated and keep those principles in mind while practicing the corrections. See how much more correctly you can write the page on a second trial. Write p. 107 from the key again and again, reading and comparing each time, until you succeed in writing the page without a mistake in stroke, circle, loop or hook. Then write p. 108 from the key, correcting, re-writing, etc., as indicated for p. 107.

Lesson XXXVII.

Read and transcribe the first two letters on p. 109. Compare the transcript with the printed shorthand and correct it. Study each letter until you can read it correctly and quickly.

Study the lower half of p. 102, reading it in horizontal lines, until you can read it correctly without help from the key and without any hesitation.

Review Lessons XXX. and XXXI.

Read and transcribe letters 3–9. Correct the transcript by the printed shorthand. Read the letters again and again until you can read them correctly and quickly.

Review Lesson XXXII.

Write letters 1 and 2 from the key and compare with the printed shorthand. Correct all errors. Notice every deviation from the

printed forms. Make your notes just like the copy except in regard to vowels. Retain the vowel in *same* (Par. 87). The other vowels may be omitted. Even the proper names in these letters do not need to be vocalized because they are names of such frequent occurrence that there is no danger of mistaking them. Write each letter ten or twenty times, reading and criticising your notes each time.

Lesson XXXVIII.

Review the first half of Lesson XXXIII. Study p. 102 until you can read it in vertical columns without error.

Write letters 3–5 ten times each from the key, each time comparing your notes with the printed phonography. Write the letters ten times again to gain speed in writing; read and criticise your notes each time you write the letters.

Review the remainder of Lesson XXXIII.

Write the first six columns on p. 103 without help from the opposite page, and then compare with p. 102. If you have made errors, practice the corrections and also write them in your pocket blank book for daily review. Write the six columns again and again until you can write them correctly without help from p. 102.

Lesson XXXIX.

Review the first half of Lesson XXXIV.

Write letters 6–9 ten or twenty times, each time writing from the key and each time comparing with the printed shorthand. Notice how long it takes you to write each letter the first time that you write it correctly; then notice how long it takes you to write it the tenth or the twentieth time. Do not count the letters that contain errors. Their value is zero and they should not be counted.

Review the second half of Lesson XXXIV.

Read and transcribe pp. 113 and 114; correct the transcript by the key. Study the pages until you can read them correctly and quickly.

Lesson XL.

Write columns 7–12, p. 103, in shorthand, without help from p. 102; then compare with p. 102. Practice the corrections and also write them in your pocket blank book for daily review. Study the columns until you can write them correctly and easily without help from the printed shorthand.

Review lines 1–4, also lines 9–14, p. 98.

Write p. 113 from the key and compare with the printed shorthand. Correct all errors and write again and again until you can write the page without error.

Read p. 104, and if you see any wordsigns that you desire to learn, you may learn them. Some of them are very useful in sermon reporting; others in court reporting. The majority of our students, however, do not learn one-half dozen of these signs. We advise all, however, to learn the wordsign for "start." Other wordsigns that are especially useful are the first five in the first column, and "read" in the second column. It depends upon your individual temperament whether you will be hindered or helped by the use of many wordsigns.

Write p. 114 from the key and compare with the printed shorthand. Correct all errors and write again and again, until you can write the page without error. Be sure to read and criticise your notes each time that you write.

The page of testimony may be studied now, though it is just as well to leave it for a while. Read the Table in horizontal columns. The upper horizontal column gives all the shorthand appendages; in fact, it gives almost everything to be learned in shorthand, except vowels, position, wordsigns, and phrasing. It is well to review a horizontal column of the Table every day. Review the wordsigns daily also.

You are now in possession of all the shorthand material necessary for the most rapid reporting, and if you have followed directions closely, you have a much better knowledge of the principles of the science than nine-tenths of the pupils in the majority of shorthand schools. You should now get a copy of "Business Letters in Shorthand," price, $1.00. It contains business letters which were given us by mercantile houses, railroad and law offices, etc., dictated in actual business, written in correctly engraved shorthand with key to the same. It also contains thirty pages of valuable shorthand reading matter relating to business correspondence, the key to which is found in our Complete Typewriting Instructor, or How to Become Expert in Typewriting.

When studying the book of Business Letters, write each letter first from the key; then compare with the printed shorthand. Correct all errors; then write the letter about twenty times, com-

paring it and reading it each time. Remember, it is just as important to know how to read shorthand as it is to know how to write it. Shorthand notes are valueless unless they can be easily and correctly read.

Read the concluding chapter of the Manual several times. It contains much that is important. While you are now familiar with all the principles of shorthand, yet for some time you will find more or less difficulty in applying these principles, because, while following one rule, you will forget to observe another. For this reason you need the Business Letter Book to correct your errors. Our monthly Magazine is also a great help to stenographers, whether learners or reporters. It contains helpful suggestions for students and practical office hints for amanuenses; it is, in fact, a review of reviews, giving the cream of other shorthand magazines and also containing each month four pages of copper-plate phonography. Send ten cents for a sample copy.

We have three Shorthand Readers, and two others in course of preparation. While these are not absolutely necessary, it will be decidedly to your advantage to read them. The reading of correct shorthand familiarizes you with the best outlines and gives you facility in reading shorthand. The more good shorthand you read the better for you.

BARNES'

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Each number contains four pages of copper-plate phonography. A monthly prize is offered to the subscriber who makes the best transcript of the phonography in these pages. This magazine is designed to help stenographers and students in their daily work. It gives suggestions in regard to the best methods of office work, typewriting, duplicating processes, etc. Every stenographer who loves his profession needs the help which can be obtained only from this magazine. Subscription price fifty cents per year.

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PART II.

KEY TO READING EXERCISES.

Read all shorthand exercises without help from the key. The key takes the place of a teacher, and should be used only in correcting your work. You would not ask a teacher to write out the translation of the shorthand words for you. The teacher would require you to translate the words yourself, and then would look over the translation to see if you had done the work correctly. The key must be used for correction purposes only, or it will be a hindrance instead of a help.

Exercise No. 5.

Page 11. Line 1. Pay, bay, day, they, say, ray, way. 2. Ape, age, ale or ail, Abe, ace, ate, aid. 3. May, aim, gay, nay, ache, yea, hay. 4. Egg, ebb, edge, Ed, etch, ell, essay. 5. Though, so or sew, foe, no or know, low, woe, oath. 6. Tame, gale, fame, shame, pale or pail, shake, tale or tail. 7. Bowl, foam, head, rope, mole, goal, road. 8. Peg, leg, check, gem, ledge, wreck, red. 9. Up, us, duck, bug, jug, pump, dump. 10. Bale, or bail, bell, dome, dumb, robe, rub, dull. 11. Make, neck, comb, mug, cake, keg, gum. 12. Cub, gush, muff, tongue, knave, loaf, love. 13. Pair or pare, bare or bear, dare, chair, fair or fare, tare or tear, air. 14. Purr, burr, burrow, fur, furrow, mirth, birth.

Exercise No. 6.

Page 14. Line 1. Bee, tea, thee, see, she, each, ease. 2. Eat, pea, fee, if, eve, itch, easy. 3. Paw, jaw, thaw, saw, off, pshaw, odd. 4. Tie, toy, buy, boy, die, joy, shy. 5. Law, lie, raw, rye, eel, ill, Roy. 6. Ice, eyes, ivy, item, icy, oil, oily. 7. Thigh, thy, team, talk, beam, chalk, dig. 8. Knee, gnaw, knock, mock, gong, coy, imp. 9. Beak, knob, jig, mile, knife, Jim, notch. 10. Cob, knotty, naughty, copy, kitty, niche, mob. 11. Lime, coil, like, meal, limp, log, gall. 12. Meek, nick, Minnie, ninny, king, nominee. 13. Doll, live, hitch, ball, lip, hit, hot. 14. Teach, tip, ditch, top, dodge, shop, teeth, pipe, peach, pity, body.

Exercise No. 7.

Page 17. Line 1. Pa, palm, balm, at, tack, back, Jack. 2. Ooze, coo, moo, doom, pooh, shoe, woo. 3. Root, Ruth, loop, look, boom, book, loom. 4. Out, use, vow, due, few, bough, thou. 5. Owl, hue, ha, la, Lou, alley, allow. 6. Pack, took, pool, pull, hoot, hat, shook. 7. Nap, match, cube, catch, cab, gap, cash. 8. Jam, couch, lamp, map, sham, coop, shaggy. 9. Tube, path, tooth, pouch, booth, dupe, booty. 10. Nook, calm, knack, gang, gag, camp, cook. 11. Minnow, money, Maggie, annoying, many, cooky, lounge. 12. Type, tub, tap, occupy, cope, cap, idea. 13. Lithe, loathe, lath, Ida, Emma, Anna, cameo. 14. Iowa, Idaho, Dakota, Nevada, notoriety, Alabama, dialogue.

Exercise No. 8.

Page 22. Line 1. Variety, forth, terrify, porch, merge, maritime, reform. 2. Rome, rhyme, romp, room, army, arm, armory. 3. Mar, marry, empire, mirror, emperor, inhere, cohere. 4. Aright, arrayed, arch, urge, earth. 5. Earthly, wreath, Irving, revive, arena, arid, heredity. 6. Ear, raw, ark, rake, argue, rag, herb. 7. Early, rely, hourly, orb, rob, wrong, Irish. 8. Borrow, buyer, faro or Pharaoh, fair, barrow, bar, thorough. 9. Fire, fiery, shower, showery, lower, Larry, Nora. 10. Era, Erie, arrow, roar, error, Aurora, aerial. 11. Nail, Nellie, null, annual, kingly, wrongly, lung. 12. File, fuel, fellow, vowel, valley, roil, roily. 13. Elk, lake, elm, lame, alum, like, alike. 14. Elbow, lure, leave, olive, pail, coil, Illinois.

Exercise No. 9 is given on page 26 of the Manual.

Exercise No. 10.

Page 28. Line 1. Said, such, seed, siege, sop, sowed, set. 2. Pace or pays, boys, ties, does, chase, joys, suppose. 3. Raise or race, hose, rise, house, rose, hiss, sorrows. 4. Soak, sake, sky, six, socks, sag, sucks. 5. Muss, sum, knows or nose, snow, lace or lays, slay, oars. 6. Ways or weighs, sway, yes, soars or sores, seems or seams, sings, sinks. 7. Dusk, tusk, task, gossip, gasp, bask, risk. 8. Discuss, bestows, succeeds, decides, racer or rasor, casks, resource. 9. Dozen, basin, musk, hasten, chosen, message, raisin. 10. Muscle, mason, nicely, vessel, missing, insane, noisome. 11. Listens, lessons, loosens, nicer, answer, accuser, sincerity. 12. Sketch, slaves, Sundays, surface, searches,

dispose, restores. 13. Surges, resolves, reasons, horizon, harness, tussle, elasticity. 14. Cellars, surpass, rosary, errors, snails, lesser, singers.

Exercise No. 11.

Page 30. Line 1. Pieces, doses, chases, roses, hisses, gazes, kisses. 2. Recess, recesses, possess, possesses, abscess, abscesses, successes. 3. Ceases, slices, losses, faces, masses, sources, choicest. 4. System, suspire, emphasis, exercise, saucer, exhaust, scissors. 5. Post, poster, dust, duster, chest, Chester, gazed. 6. Cast, castor, fast, faster, must, muster, amazed. 7. Posts, posters, tests, dusters, coasters, roasters, jesters. 8. Study, stage, story, store, stem, stimulus, stole. 9. Steel, style, still, stillest, star, storm, stark. 10. Gust, gusset, gusty, russet, rusty, just, justice. 11. Testify, justify, mystify, suggestion, artistic, destiny, statistics. 12. Earnest, invests, molests, bolsters, surmised, successive, excessive. 13. Stories, necessary, teamsters, solaces, exercises, accessory, possessed. 14. Nicest, dispossesses, indisposed, injustice, Cicero, exercised, Mississippi.

Exercise No. 12.

Page 33. Line 1. Sieve, silly, sir, sell, else, alas, excel. 2. Suds, souls, sores, sirs, sales, sofas, sashes. 3. Schemes, smokes, musical, chasm, resumes, license, seeming. 4. Sack, ask, spy, espy, side, aside, assume. 5. Sale, assail, sense, essence, scope, escape, assignee. 6. Moss, mossy, juice, juicy, rose, rosy, racy. 7. Noise, noisy, days, daisy, haze, hazy, lazy. 8. Say, easy, sees, says, sigh, sighs, sues. 9. Use, uses, essays, assays, saucy, sissy, eyes. 10. Science, Sierra, pious, bias, poesy, chaos, Suez. 11, Zeal, Czar, zest, zealous, zero, zinc, zigzag. 12. Assist, assists, assess, assesses, assessed, assessor, sized. 13. Haste, hasty, taste, tasty, must, musty, mustiest. 14. Tennis, Tennessee, Genesis, intimacy, facilities, policy, Texas.

Exercise No. 13.

Page 36. Key to lines 1–3 is given on p. 35 of the Manual. Line 4. You are doing just right in your exercises. Be earnest and thorough in your tasks and you will succeed. Have you seen my scissors since you came? All of you have already given all you ought. Do as you think best. The dog sleeps on the rug by the fire. You must study your lessons or you will be sorry some day.

The company will advise you as to the best way of investing your money. You must thank them for singing for you. Have you given them the suggestions they desire? The book is on top of the desk. These roses are the nicest. My vest is too small and has a big rip on the right side. They will go together to the fair. Honesty is the best policy. Will you go to Chicago Saturday or Monday? All of them ought to be right. These laws, though severe, are necessary, and you must obey them. All but two of the examples are easy. You or I ought to go to the city tomorrow.

Exercise No. 14.

Page 38. Line 1. Hack, hook, hawk, hug, hag, hog, hoax. 2. Hem, home, homeless, homeliest, hemp, hump, humbug. 3. Harm, hark, hoarse, hoarser, horse, horses, horseshoe. 4. Hill, hail, howl, hole, wholesale, helm, holiday, 5. Hammock, harp, hulk, hop, whoop, hub, hussy. 6. Hate, huge, hide, hatch, hash, hastily, hinge. 7. Hair, hairy, hurry, her, hoary, hoar, hero. 8. Hurl, hardy, horse-race, heroic, horseback, hearth, harvest. 9. Hear, hope, happy, happily, helpless, height, hogshead. 10. Why, whoa, whew, whisk, whistle, whistler, whist. 11. Unhook, unhealthy, inhale, unwholesome, unhorse, inharmonious. 12. Sir: Answering yours of March 6, I ship you a sample mower such as you desire. The mower is superior in many ways, being the best in make and the newest in style. I hope you will like the mower. Yours, etc.

Exercise No. 15.

Page 40. Line 1. Wait, web, weep, widow, watch, wedge, wet. 2. Wave, wife, wash, wing, week, walk, wink. 3. Yoke, yale, yell, yon, yawn, young, Yankee. 4. Yacht, Yates, yelp, yolk, yore, youngster, youngest. 5. Witch, switch, sweet, Swede, sweat, swing, swap. 6. Wake, awake, woke, awoke, away, stairway, Wyoming. 7. Wise, wizen, wisp, wasp, Swiss, yeas, yeast. 8. Waylay, wampum, Atwood, Oswego, Lockwood, buckwheat, unyoke. 9. Whip, wheat, whet, whack, whiff, whit, whiteness. 10. Well, wail, wine, one or won, wear, wire, worst. 11. Work, worth, wealth, Wednesday, windy, worm, warm. 12. Swell, swim, swine, swore, swear, swarm, swirl. 13. Wheel, while, whim, where, whereas, nowhere, somewhere. 14. Elsewhere, whirl, whereby, wolf, whereat, swarthy, wharfage.

Exercise No. 16.

Page 43. Key to lines 1–4 given on pages 42 and 44.

Line 5. We were with you when you were sick last week. Jim, what would you do if you were out of work like me? I would ask the judge to advise me. He is the worst boy in the city. I will help you if you will pay me enough for my services. All that you have said is just. I saw him when he was here. He said that he should buy a house somewhere in Mississippi. He will do well without help. Is the Star of the West a monthly or a weekly issue? I wish you would go with him to the store. While we are here, we shall be happy to do as you wish. Shall I wait on you or do you wish some one else? What will I do without you when you go to Milwaukee? He has no money; what shall we do for him? I will show you what to do for him; teach him how to work and that will help him.

Exercise No. 17.

Page 46. Line 1. Play, pray, ply, pry, breeze, place, praise. 2. True, drew, try, dry, idle, adder, addle. 3. Apple, brace, traced, blow, trust, able, bruised. 4. Clay, crow, glow, grow, gray, acre, ugly. 5. Upper, odor, utter, eagle, eager, outer, ogre. 6. Clip, creep, trim, prick, block, prime, crop. 7. Plum, crape, grope, clutch, crutch, grudge, pluck. 8. Pickle, tickle, joggle, trickle, prickle, rocker, fickle. 9. Table, double, trouble, major, stable, vapor, poacher. 10. Bible, title, total, Babel, paper, Papal, pebble. 11. Couple, gable, replace, tucker, checker, joker, tiger. 12. Trigger, reply, cheaper, jobber, feeble, imply, talker. 13. Cracker, ankle, maker, knuckle, sugar, shackle, Shaker. 14. Church, collect, bulk, buckle, journey, germ, purple.

Exercise No. 18.

Page 48. Line 1. Puff, pave, buff, dove, deaf, chafe, Jeff. 2. Cuff, cave, gave, rough, rove, huff, hove. 3. Staff, stuff, cliff, stiff, skiff, stove, serve. 4. Bluff, drove, grief, crave, cleave, roof, hoof. 5. Pain or pane, Ben, tone, done, chain, Jane, cane or Cain. 6. Gain, rain, hen, train, plain, blown, gun. 7. Drain, plan, hewn, worn, grown, grain, drone. 8. Plane or plane, brave, stone, sudden, prone, brain, believe. 9. Sworn, swerve, denote, devote, David, Rover, Henry. 10. Cover, clover, prefer, proffer, refer, river, behave. 11. Discover, engrave, defense, banish, tenth, define, advocacy. 12. Plunge, plenty, suddenly, detain, occupancy,

Paganish, vagrancy. 13. Pecuniary, penance, cannon, presence, person, Canaan, foreign. 14. Cough, coffee, pen, penny, huffy, puffy, rainy.

Exercise No. 19.

Page 51. Line 1. Able, sable, sickle, sidle, cycle, settle, supple. 2. Explain, explosive, explore, exclaim, exclusive, gospel, bicycle. 3. Puffs, doves, braves, gloves, groves, raves, serves. 4. Stay, stray, spray, spry, strain, sprain, screen. 5. Upper, supper, sober, cider, seeker, sicker, sadder. 6. Suitor, cypress, supperless, supremacy, soberly, sister, sisterly. 7. Saddle, setter, satchel, cedar, supplies, suppress, spleen. 8. Extra, extremity, distress, destroys, disturb, prosperity, orchestra. 9. Disagree, descry, discourage, disagreeable, discursive, discourteous, jasper. 10. Joins, dance, danced, dances, rinse, rinsed, glances. 11. Bounced, rinses, punster, punsters, instances, enhanced, Kansas. 12. Warns, strives, strains, references, plans, approves, cleanses. 13. Ransom, density, pencil, stencil, ransack, propensity, responsive. 14. Deserves, restrains, observes, preferences, preserves, extravagance, enhances.

Exercise No. 20.

Page 54. Line 1. Fly, fry, offer, evil, Ethel, either, awful. 2. Throw, flee, free, through, oval, author, shrew. 3. Every, owner, honor, lamer, official, facial, shrug. 4. Tinner, tenor, tanner, measure, rhymer, rumor, erasure. 5. Lover, bevel, deathly, thrust, frost, authorized, glazier. 6. Flail, frail, trainer, flavor, strainer, Eleanor, flung. 7. Treasure, flesh, fleshly, fresher, freshly, loafer, pressure. 8. Shrub, shuffle, thrush, thresher, floor, Bethel, brazier. 9. Sinner, signer, designer, civil, peaceful, saner, sooner. 10. Dimmer, bloomer, tamer, trimmer, framer, naval, rashly. 11. Fever, fearful, nursery, shrunk, flash, special, especial. 12. Splasher, traveler, bushel, grammar, Florida, plumber, commercial. 13. Freezer, thirsty, shaver, hovel, youthful, glacial, glacier. 14. Civilized, poisoner, plainer, civility, climber, dishonor, freckles.

Exercise No. 21.

Page 56. Line 1. Fun, vain or vein, men, earn, nun, then, shown. 2. Moans, oceans, thrones, softens, flounce, frowns, shrines. 3. Fence, fences, lance, lanced, convince, convinces, France. 4. Refrains, nunnery, manly, vanish, seminary, meanly, finish. 5.

Woolens, remonstrance, demonstrable, monstrous, monstrosity, financial, lonesome. 6. Each year brings new advantages yet much precious time is lost. Have you seen anything which would surpass it in excellence? None of those things move me in any degree. Saturn is a long distance beyond Mars. These things are too large to be of any use to you or to me.

Sir: Replying to your favor of April 26, would say that we hope to be ready to ship your flour in a few days. This delay is caused by the mills being closed for repairs. We usually have a large stock of flour in our store but in this case we were out. We hope this delay will do you no injury, and that we may have a continuance of your favors. Hoping to hear from you again soon, we remain, Truly yours,

Exercise No. 22.

Page 59. Line 1. Smoked, shaved, talked, spoiled, trimmed, blamed, pledged. 2. Not, east, lot, might, hired, soiled, styled. 3. Paid, get, date, state, caged, engaged, estimate. 4. Doubt, art, apt, act, added, badly, snapped. 5. Mailed, nailed, middle, better, occupied, kept, grabbed. 6. Lightly, written, writing, clubbed, mitigate, pleasant, scratched. 7. Papered, coupled, tattled, critical, dabbled, measured, troubled. 8. Plant, approved, dived, joined, flint, sprained, engraved. 9. Draft, drafts, blends, spends, grafts, friends, drifts. 10. Noted, ended, acted, splendid, defended, intended, indicated. 11. Dated, doubted, dreaded, treated, freighted, awaited, instituted. 12. Sent, send, met, made, mate, late, old. 13. Mind, mends, wind, wand, honored, gavest, gravest. 14. Grounds, standard, return, blinds, returned, mountain, multitude.

Exercise No. 23.

Page 61. Line 1. Mud, muddy, date, data, laid, lady, maturity. 2. Poet, create, diet, radiate, notes, notice, into. 3. Locate, looked, evoked, kicked, judged, roared, popped. 4. Seconds, deposits, divided, denoted, credit, credited, prevent. 5. Acid, acute, around, aside, issued, protected, remainder. 6. Muriatic, sulphide, sulphate, chloride, solid, slight, chlorate. 7. Raid, wired, warrant, hut, heaved, rents, rifts. 8. Yielded, winds, dishonored, certify, identify, detail, handling. 9. Beds, best, mitts, mist, midst, splits, spliced. 10. Whilst, wilds, blades, blazed, refutes, refused, blest. 11. Observed, fortunate, sustained, defendant, splendor, suspenders, imitated. 12. Protect, highest, beautiful, notify, legitimate,

assent, prevented. 13. Anticipate, undoubted, undoubtedly, ascertain, sometimes, superintendent, heretofore. 14. Sentiment, handmade, midnight, cleared, feared, vacant.

Exercise No. 24.

Page 64. Line 1. Temper, chamber, jumper, hammer, damper, cumber, lumber. 2. Younger, hunger, tinker, anger, clinker, rancor, finger. 3. December, September, temperament, canker, linger, temporal, handkerchief. 4. Letter, mother, center, another, smoother, render, order. 5. Fighter, fetter, fatter, father, later, latter, lighter, literary. 6. Arthur, surrender, defender, tender, softer, voter, Easter. 7. Motherly, Walter, entered, cylinder, orderly, thither, diameter. 8. Temperance, lantern, modern, interest, interested, materials, entertains. 9. The longer they linger, the harder will be their task. Some tell more, others less than they know. Mr. Center is generally quite willing to tell all the particulars of his wonderful adventures. His part is quite different from mine, but he could play either with good success. Until lately whatever you have done has been done well. Mr. and Mrs. Luther generally go to Connecticut the latter part of September if the weather is fine. The senate chamber is reserved for the highest legislators of the land.

Exercise No. 25.

Page 67. Line 1. Twice, twist, twins, dwell, twitch, twig, dweller. 2. Queen, quince, quake, quail, squabble, squeak, squelch. 3. Bequest, inquest, bequeath, guano, earthquake, sanguine, quorum. 4. Tunnel, channel, panel, only, final, camel, animal. 5. Plural, floral, quarrel, spiral, color, collar, secular. 6. Relative, relapse, railroad, melancholy, promulgate, relieve, relies. 7. Passion, addition, edition, auction, motion, notions, fashions. 8. Brother, daughter, plotter, writers, blotters, specter, factor. 9. Rations, oration, discussion, caution, sections, discretion, excursion. 10. Direction, director, equator, operation, operator, collection, collector. 11. Decision, position, possession, condensation, physician, transition, musician. 12. Option, opposition, action, accusation, accession, disposition, dispensation. 13. Decisions, physicians, transitions, musicians, transitional, sensation, imposition. 14. Missionary, association, sessions, quarter, quarterly, acquaintance, quantity.

Exercise No. 26.

Page 69. Remember to practice each exercise a number of times. There are many pleasures which are dear to our memories. I feel sure that we can deliver a large part of the goods this week. However, the principal difficulty appears to have been already removed. If we are able to do so, we shall build sometime during the summer. The members of the Board assure me that the bill is entirely too large and that they will settle the matter for me if I ever have any trouble with the doctor about it. He told me there was a larger balance in your favor than he had supposed. Character is of more value than reputation. He is fully convinced that your statement is correct. Danger is near and there is need of equal prudence and courage. A man who deals unfairly with others is not a man of principle. His manner toward the doctor was generally quite unpleasant. He has practiced law ever since he has been here. It is much wiser to practice silence than to speak without discretion. The value of speech depends upon its character, not upon its amount. Aim high, if you would ever mount on eagle wings to pierce the sky.

Exercise No. 27.

Page 72. Line 1. Contrive, condensation, commence, considered, command, communicate, compensation. 2. Accompany, accommodated, recognize, reconcile, irreconcilable, recommended, unconscious. 3. Circumspect, circumvention, circumscribe, circumflex, self-love, selfish, self-esteem. 4. Counterfeit, controversy, countersign, countermand, contraband, contravene, countermine. 5. Instruction, enslave, unseemly, inspiration, instrument, inscription, insurrection. 6. Magnify, magnificence, magnitude, magnanimous, magnetic, magnetism, magnanimity. 7. Sensible, attainable, responsible, profitable, accountable, honorable, remarkable. 8. Painful, sinful, watchful, therefore, wherefore, successful, lawful. 9. Buying, doings, placing, offerings, considering, putting, counting. 10. Having the, advertising the, tracing the, cleaning the, lovingly, interestingly, knowingly. 11. Legibility, popularity, instrumentality, susceptibility, peculiarity, stability, accountability. 12. Myself, himself, themselves, yourself, yourselves, herself, one's self. 13. Friendship, kinship, township, hardship, apprenticeship, almost, although. 14. Forward, onward, wherever, forever, whosoever, whatsoever, hitherto.

Exercise No. 28.

Page 74. We shall probably publish a large number of books this season. Value your friends according to their worth, not according to their wealth. Whoever will may come. The gentlemen will immediately publish an accurate account of the proceedings of the convention. I know somewhat of his opinion upon the nature of the future life of the spirit. Their property is probably worth two hundred thousand dollars. The short gentleman whom you first saw told me I might go over his new and handsome establishment. It is the unexpected that happens, and the future is uncertain. You must study your lesson over and over because it is very important that you know all the facts contained in it. He was rather astonished when I told him that I had paid two hundred dollars a foot for my lot. Until now we have not had an opportunity to thank you properly for your kind efforts in our behalf. Popularity is full of danger, because it breeds conceit in one's self and envy in others. However, it makes very little difference whether you go immediately or whether you wait till the first of October. I am under great obligations to you for giving me so much pleasure. No one is a fool always; everyone is a fool sometimes.

Exercise No. 29.

Page 77. Line 1. Course, coal, cool, procure, murder, ignore, discourse. 2. Roll, roller, portray, girl, deter, cultivation, cultivate. 3. George, cord, call, north, northern, moral, rules. 4. Children, shelf, garrison, barrel, cheerful, care, careful. 5. Charge, farther, cars, carload, garment, chairman, guarantee. 6. Charles, college, disregard, galvanized, colonies, engineer, parallel. 7. Sharp, school, skillful, furniture, telegram, real, realization. 8. Telephone, lecture, culture, agriculture, narrative, marshal, normal. 9. Indian, union, Savior, bunion, brilliant, collier, Julius. 10. Deist, atheist, clayey, snowy, Louie, payee, drawee. 11. The weather is quite cool and you must be very careful or you will take cold. He has written his lesson carefully. He is more cheerful than usual this afternoon. Do you understand your lesson? He has purchased a carload of lumber. Charles is a northern man. Which do you think is the greater happiness, the anticipation of pleasure or its realization?

Exercise No. 30.

Page 79. Line 1. Have you given your representative any information on this subject? Under the circumstances we can not do otherwise. A large number of counterfeit dollars were found in the possession of representatives of that establishment. 3. It is impossible to estimate rightly the value of a noble life. Never lose your self-respect if you wish others to respect you. It is impossible for the people ever to have influence in the government until they understand the value of representation. He is a man of knowledge and experience and will represent the United States with credit to himself and to the government. Have you any objection to this gentleman? What is your object in going to college? He is an experienced teacher, and his influence upon the students will be good. Were you aware of his misconduct? 9. They influenced several others to go with them. Nevertheless, I think they will acknowledge that they have made several errors. 10. It has happened several times before now that he has been behind in his work. 11. Have you begun to correct his last article? 12. I corrected the descriptive article yesterday. His description of his European trip is very interesting. Notwithstanding their opposition, we have finally reduced them to a state of subjection. Above all things, to yourself be true, and you will never then be false to any man.

Key to Pages 105 and 106.

PROCRASTINATION.

BY CHARLES MACKAY.

If fortune with a smiling face strew roses on our way,
When shall we stoop to pick them up? To-day, my friend, to-day.
But should she frown with face of care and talk of coming sorrow,
When shall we grieve, if grieve we must? To-morrow, friend, to-morrow.

If those who have wronged us own their fault and kindly pity pray,
When shall we listen and forgive? To-day, my friend, to-day.
But if stern justice urge rebuke and warmth from memory borrow,
When shall we chide if chide we dare? To-morrow, friend, to-morrow.

If those to whom we owe a debt are harmed unless we pay,
When shall we struggle to be just? To-day, my friend, to-day.
But if our debtor fail our hope and plead his ruin thorough,
When shall we weigh his breach of faith? To-morrow, friend,
to-morrow.

For virtuous acts and harmless joys the minutes will not stay,
We have always time to welcome them to-day, my friend, to-day.
But care, resentment, angry words, and unavailing sorrow
Come far too soon if they appear to-morrow, friend, to-morrow.

THE ARROW AND THE SONG.

I shot an arrow into the air,
It fell to earth, I knew not where;
For so swiftly it flew, the sight
Could not follow it in its flight.

I breathed a song into the air,
It fell to earth, I knew not where;
For who has sight so keen and strong
That it can follow the flight of song?

Long, long afterward in an oak
I found the arrow still unbroke;
And the song from beginning to end,
I found it again in the heart of a friend.

Henry Wadsworth Longfellow.

Strive not with your superiors in argument, but submit your judgment to others with modesty.

Key to Pages 107 and 108.

THE WAY TO WEALTH.

Lost time is never found again, and what we call time enough always proves little enough. Drive thy business, and let not that drive thee. Early to bed and early to rise, makes a man healthy, wealthy and wise. Industry need not wish. He that lives on hopes may die fasting. There are no gains without pains. He that hath a trade hath an estate, and he that hath a calling hath an office of profit and honor; but then, the trade must be worked at and the calling well followed, or neither the estate nor the office will enable us to pay our taxes. Work while it is called to-day, for you know not how much you may be hindered to-morrow.

One to-day is worth two to-morrows, as poor Richard says; and further, Never leave that till to-morrow which you can do to-day. If you were a servant would you not be ashamed that a good master should catch you idle? Are you then your own master? Be ashamed to catch yourself idle when there is so much to be done for yourself, your family and your country. It is true there is much to be done, and perhaps you are weak, but stick to it steadily and you will see great effects, for dropping wears away stones, and little strokes fell great oaks. Want of care does more damage than want of knowledge. A little neglect may breed great mischief. For want of a nail the shoe was lost; for want of a shoe the horse was lost; and for want of a horse the rider was lost, being overtaken and slain by the enemy — all for want of a little care about a horseshoe nail. If a man knows not how to save, he may keep his nose to the grindstone all his life and die not worth a cent. If you would be wealthy, think of saving as well as getting. The Indies have not made Spain rich, because her outgoes are greater than her incomes. Beware of little expenses. A small leak will sink a great ship. Buy what thou hast no need of and ere long thou shalt sell thy necessaries. If you would know the value of money, try to borrow some. He that goes borrowing goes sorrowing. Pride of appearance creates envy and hastens misfortunes. Think what you do when you run into debt. You give to another power over your liberty. If you cannot pay at the time, you will be ashamed to see your creditor. You will make poor, pitiful, sneaking excuses, and by degrees sink into base lying. Lying rides upon debt's back. — *Extracts from Benjamin Franklin.*

Key to Pages 109-112.

WHOLESALE SHOE LETTERS.

(Partly vocalized to assist those unacquainted with business expressions.)

(1)

Messrs. Jones, Brown & Co.,
Chicago, Ill.

Gentlemen: — We send you to-day by mail a pair of our two-dollar shoe. We think this is the best shoe in the United States for anything like the money, and we would like to have an order from you so that we can show you just what we can do for you. Hoping that this pair will please you and that you will send us an order on same, we are,

Very respectfully yours,

(2)

Messrs. Hamilton & Brown,
St. Louis, Mo.

Gentlemen: — On January 24th, we gave your agent an order for sample lot of glazed kid. We have received no invoice up to this date, and would like to know if you are going to ship soon, or what is the reason we have not heard from you. We are needing stock and are waiting to see your samples before placing an order. A prompt reply will oblige.

Respectfully yours,

(3)

Messrs. West, Green & Co.,
New York City.

Gentlemen: — Replying to yours of the 21st inst., we will say we are as much in the dark as ever, and we do not wish to take the responsibility of making up this order without your giving us just what sizes or half sizes you want. We have inclosed the order as Mr. Parker sent it to us, and you will find it calls for four pairs of shoes, sizes 2½ to 5. Should we give you one of each size, it would take six pairs. Kindly put on this order just the sizes you want in each lot and we will make them accordingly. We think, however, you had better have at least one pair of each size and half size, as you will then be able to fit and please your customers. Kindly put in the sizes and return the order at once, and oblige.

Very truly yours,

(4)

John Smith & Co.,
Milwaukee, Wis.

Gentlemen: — We are in receipt of your letter of the 13th inst., also samples of the South Americans. We have had considerable trouble with the tenderness of your stock and send you by mail four vamps taken from shoes which will show you that the strength is not what it should be, and it is a very expensive matter to us. In view of this fact, we do not feel like giving you any further orders. We hold the samples sent us on the 13th subject to your order, as we are afraid to cut same.

Very truly yours,

(5)

Dear Sirs: — Replying to yours of the 16th inst., we would much prefer not to take the stock, even at the reduction you make. It is hardly suitable for our use. We think it would be useless for you to send samples of these large skins. We are using small South Americans, from 20 cents up, so you can readily see that your stock would not compete with them.

Awaiting your instructions in regard to the stock we now have on hand, we are,

Yours very truly,

REAL ESTATE LETTERS.

(6)

Henry James,
250 Water St., St. Paul, Minn.

Dear Sir: — Inclosed please find statement of rents collected and disbursements made by us on your property (with vouchers attached) for the month ending July 31, 1893. Also check, No. 587, drawn on the National Bank of Commerce in St. Louis, for the sum of $223 payable to your order to balance account. Please acknowledge receipt and oblige.

Yours truly,

(7)

Dear Sir: — According to the city plats you are the owner of a lot of ground in city block, No. 231, fronting 50 feet on the north line of Locust street. We have a customer looking for a piece of ground in that locality, and think your lot will suit. Please let us know your lowest prices and the terms upon which you will sell. Our commission, in case sale is consummated, is five per cent on the purchase price.

Yours truly,

MISCELLANEOUS.

(8)

Dear Sir: — I have to-day filed in court Mr. Barnes' report in the matter of the Mutual Benefit Association of America, and I am in receipt of notice from him that he has turned all matters per-

taining thereto over to you. I promised Judge Foster sometime ago that, as soon as this was done, I would lay before you a full statement of this case and of the Continental Life case and his conclusions as to the proper course to follow so far as he had announced them to me, also certain information collected by me under his orders. If you will fix a time when it will be convenient for you to hear me, I will appear at that time.

Very respectfully yours,

(9)

Messrs. Charles Lamb & Co.,
Cairo, Ill.

Gentlemen: — Your letter of the 27th inst. is at hand, and in reply would say, the best trade we have in future corn would be a carload of Van Camp standard corn packed by Van Camp Packing Co., Indianapolis, Ind., at 82½ cents, delivered in Cairo. This is an exceptionally low price and subject to an immediate answer. We hope to receive your prompt reply.

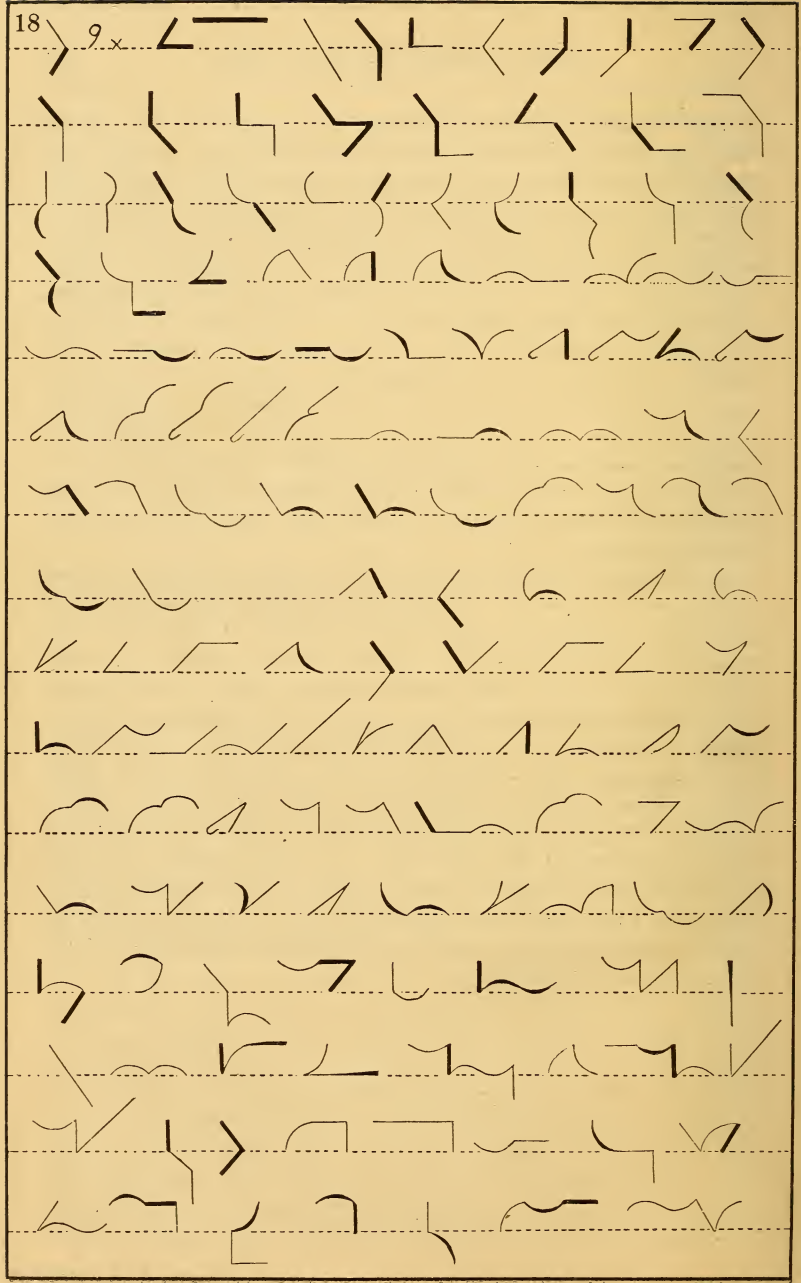
Very truly yours,

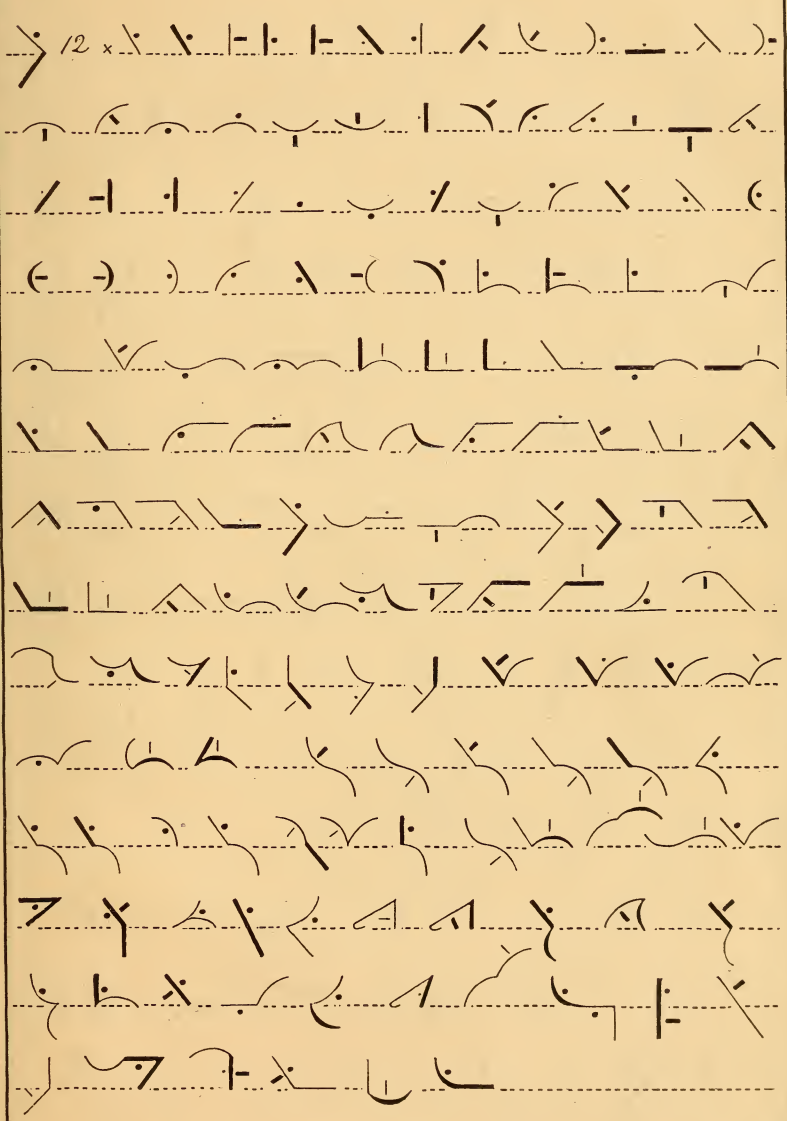
Key to Page 113.

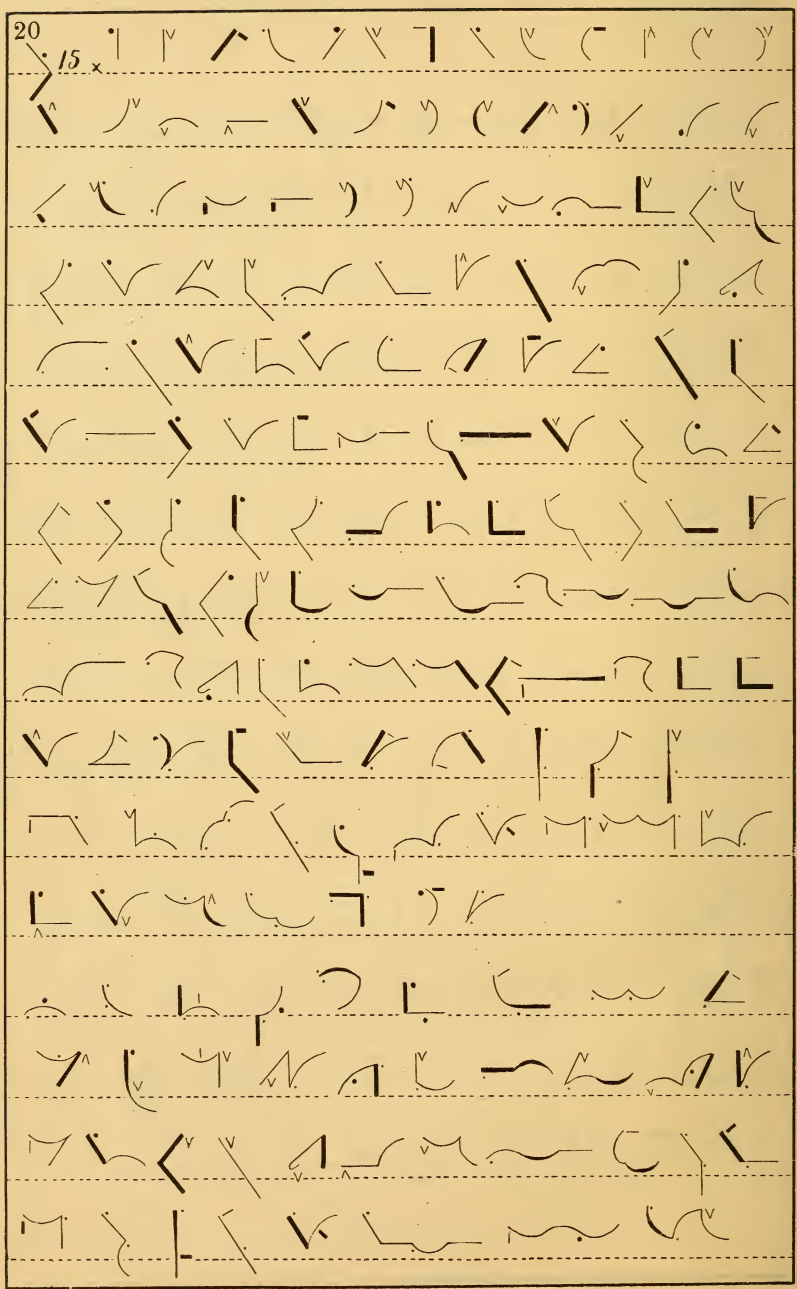
One of the most interesting features of the World's Fair is to be found in the building of the State of Illinois. Here is a live exhibit of the Illinois Institution for the Blind which illustrates every department of their work. Students of the Institution show their qualifications as expert performers upon the piano and other instruments, typesetters, etc., etc. The typewriting exhibit commands the most attention, as most wonderful in its results. In connection with the Remington Standard typewriter, a machine which especially commends itself for the use of the blind, owing to the compactness of its keyboard and its general simplicity, the typewriter for the blind, invented by Prof. Hall, is used. The latter is an ingenious little machine for embossing a series of dots upon paper in various combinations according to a system taught to the blind to represent various characters or sounds. It is then handed to a blind operator, named Frank Stoddard, who reads it by running his finger tips over it, and instantly transcribes it upon his Remington. Stoddard is himself something of a wonder. For over two years he has served as private secretary, conducting the whole correspondence of the Institution direct upon his typewriter

at the dictation of the superintendent. It is needless to point out what a boon the invention of the typewriter is to the blind who are obliged to earn their own living, since it opens a way whereby they may achieve honorable independence. It is almost incredible to believe, were it not abundantly demonstrated by such exhibitions as these (for it is not a solitary instance of the kind), that a totally blind person could become a rapid and accomplished operator. Yet such is the case. With a good education and the ability to manipulate a machine in such common use as the Remington typewriter a blind person need not fail of earning a reasonable competence. The simple design and excellent construction of this well-known machine, to say nothing of the superior advantages in the finding of positions on account of its almost universal adoption by the commercial world, renders the Remington as much the favorite in this limited field as it is in the wider ones where it has long been favorably known.

Many besides the blind learn to operate the Remington without looking at the key-board. It is a most useful accomplishment and not nearly as difficult as one would imagine. If a postal card is placed in a vertical position between the keys t and g on the left, and y and h on the right, it will be an easy matter for the fingers to find those keys and others near them without looking at the key-board. When not in use, the little fingers can be kept on the outer, lower keys, and from these, any of the outer keys can be easily found. Barnes' Complete Remington Instructor gives an excellent method of fingering for those who wish to operate the typewriter without looking at the key-board. It also contains the usual method of fingering and valuable matter for shorthand practice. Every one who aspires to be an intelligent and capable amanuensis should possess this or a similar work, both for study and for reference when in the office.



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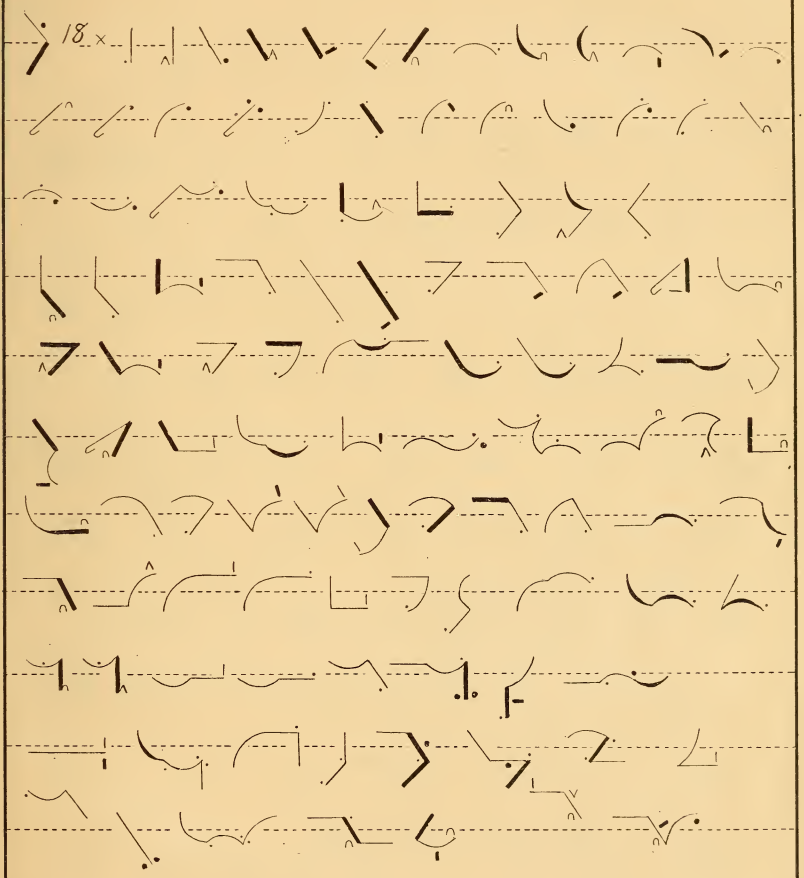

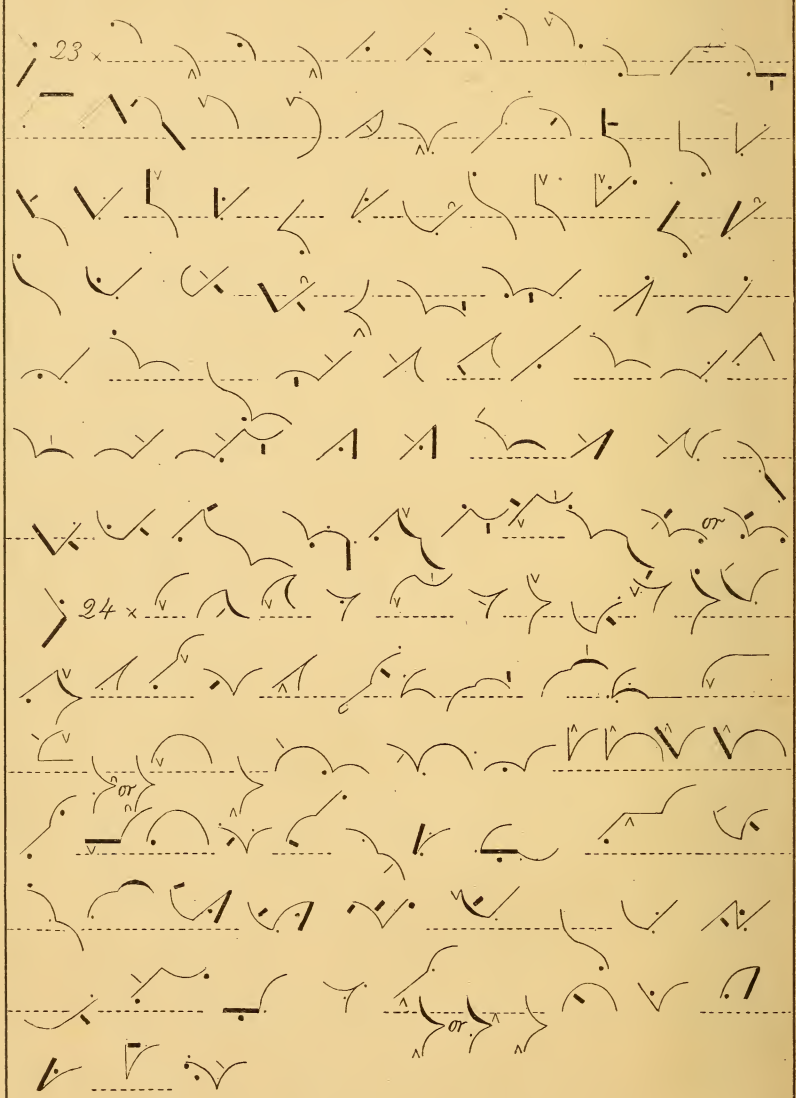
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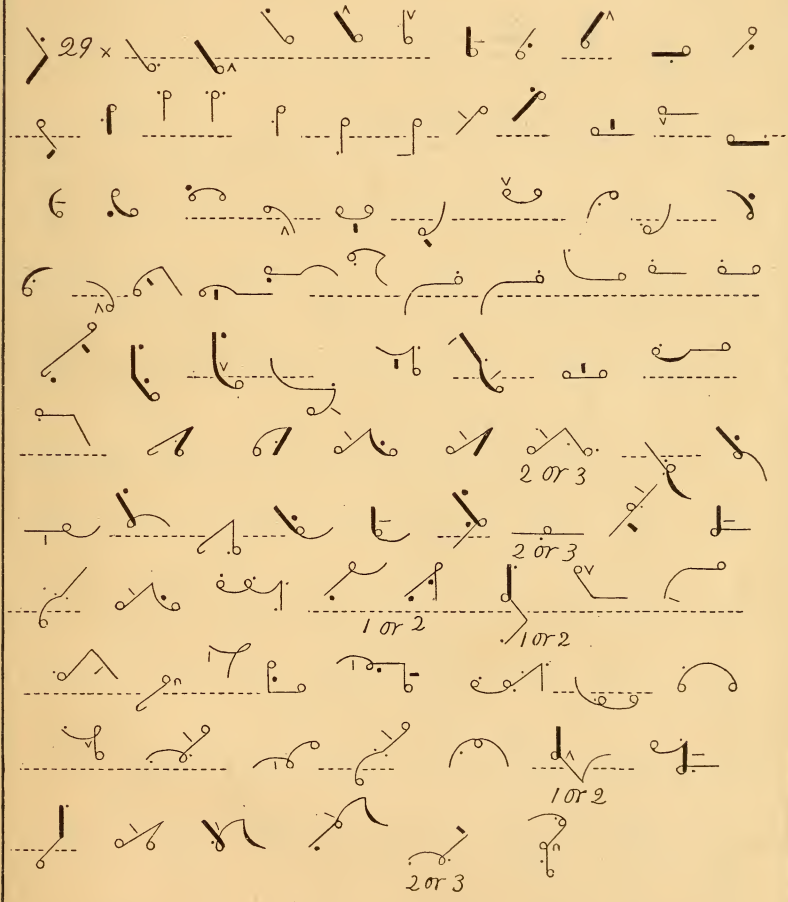
29 ×
2 or 3
2 or 3
1 or 2
1 or 2
1 or 2
2 or 3

31
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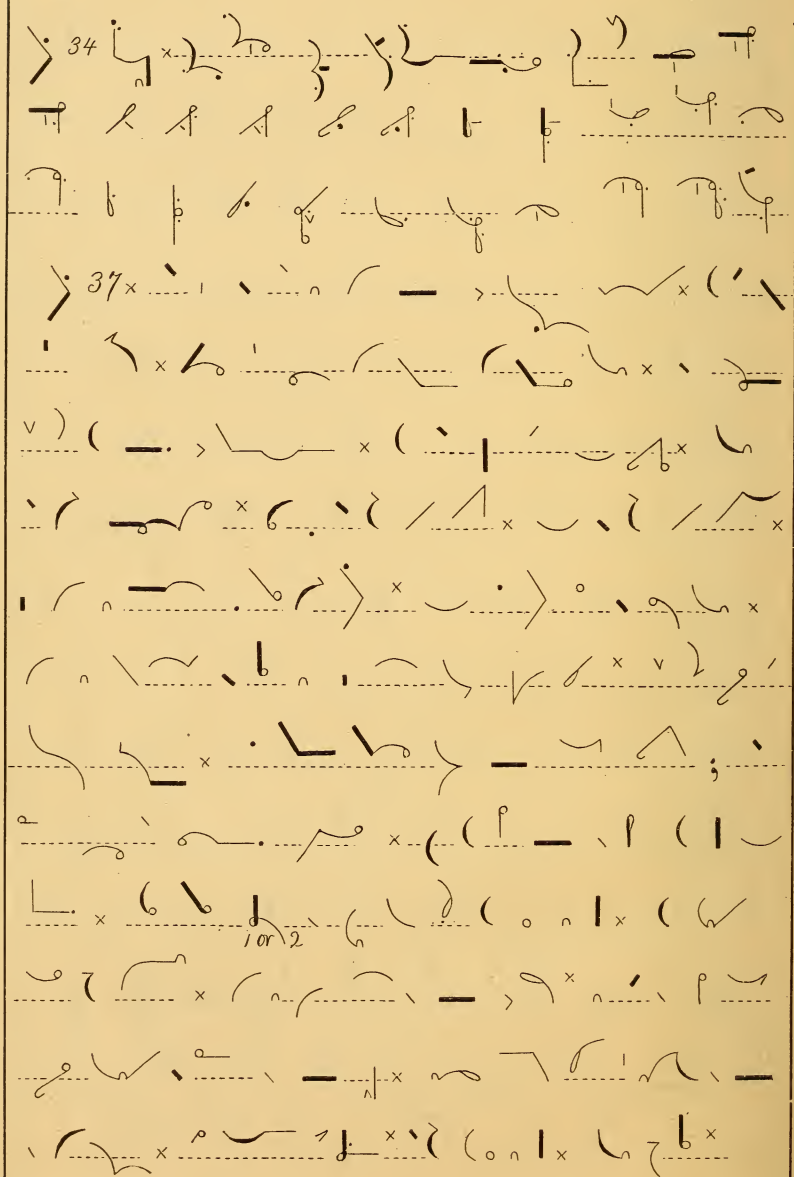
34 x
1 or 2
1 or 2
1 or 2
1 or 2
2 or 3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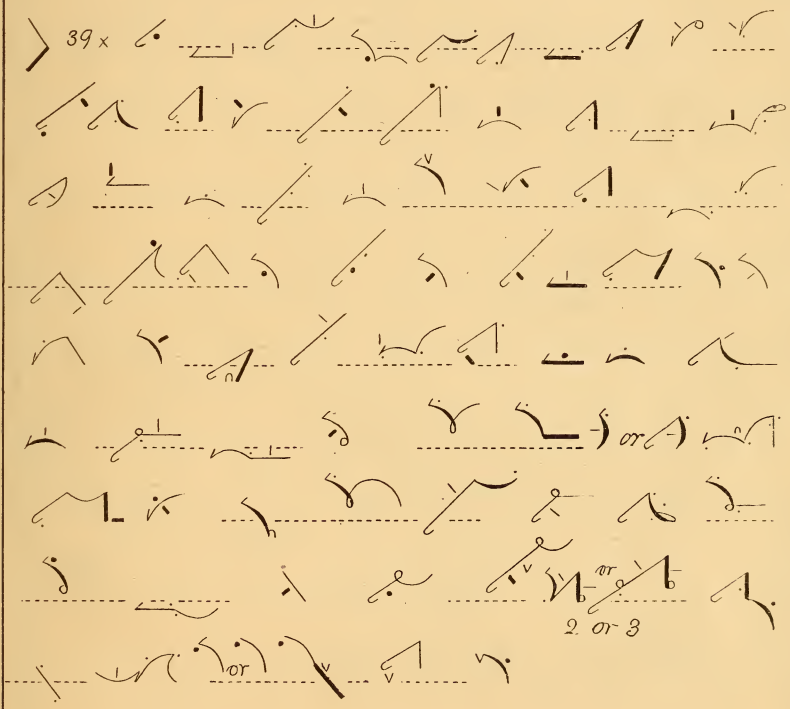
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41 ×
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2 or 3
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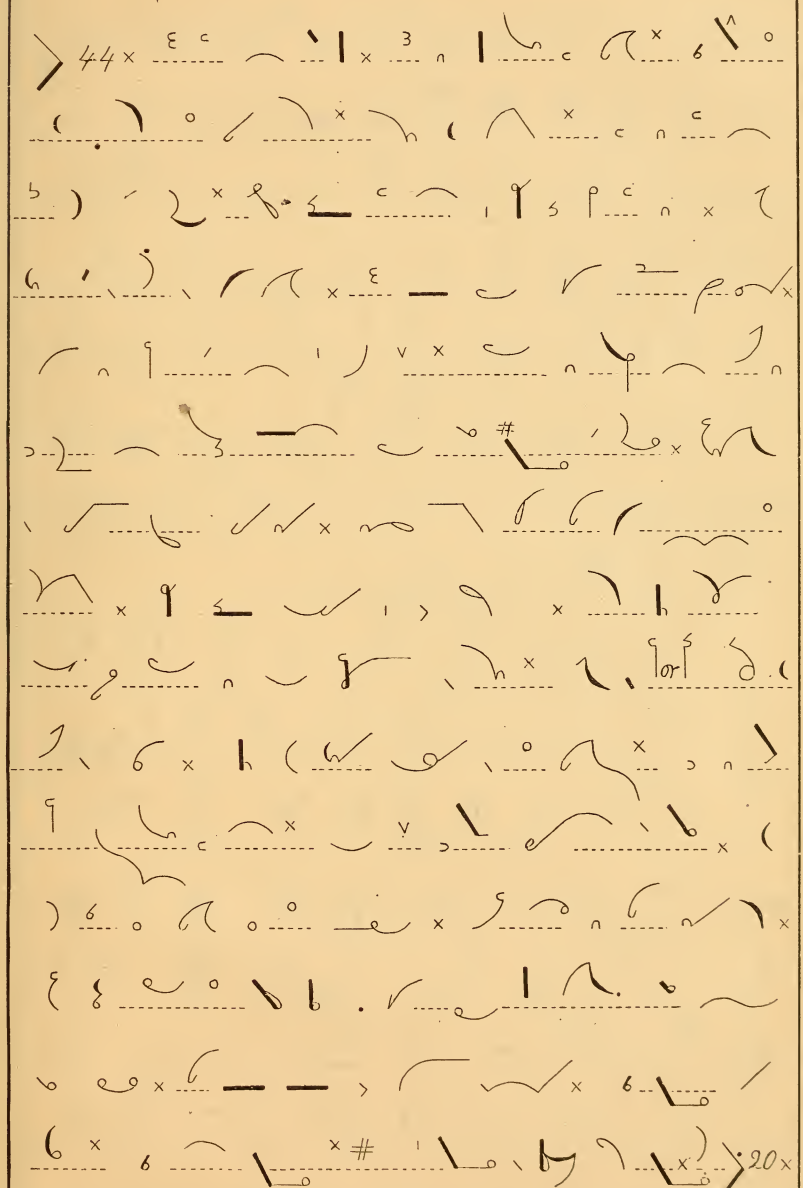

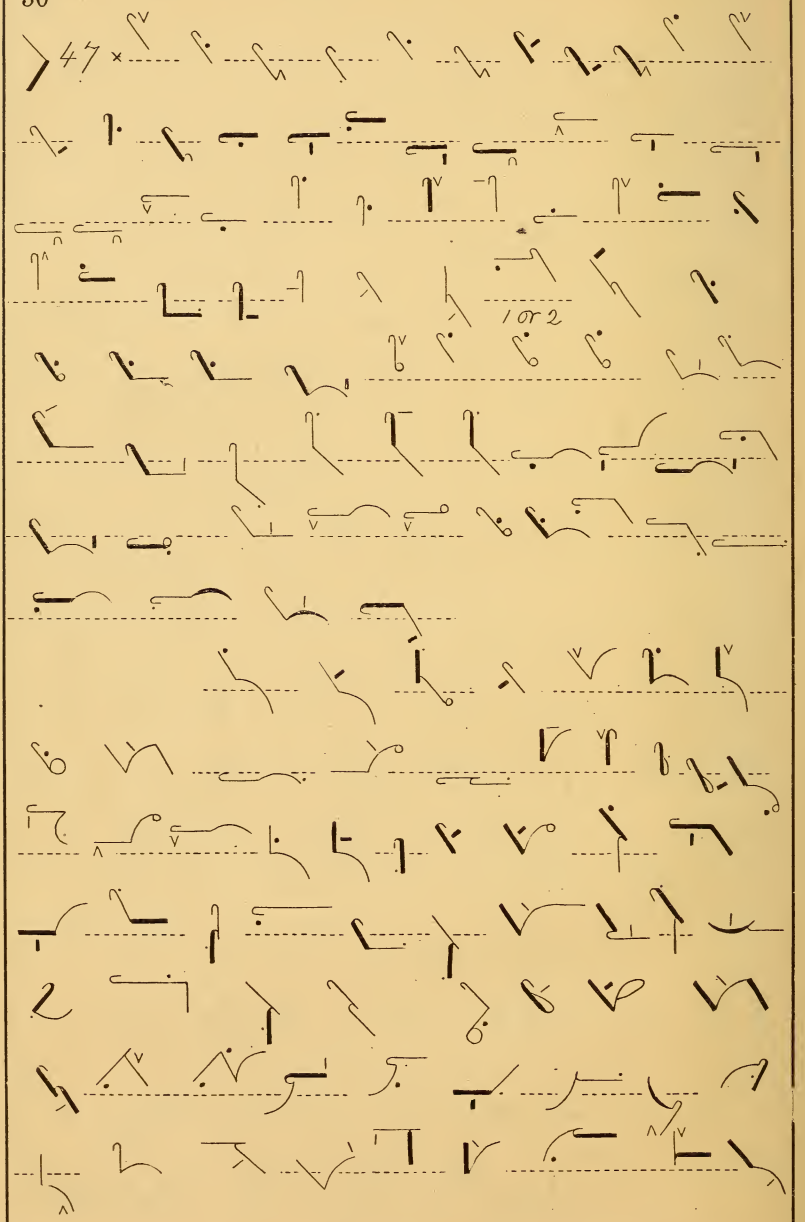
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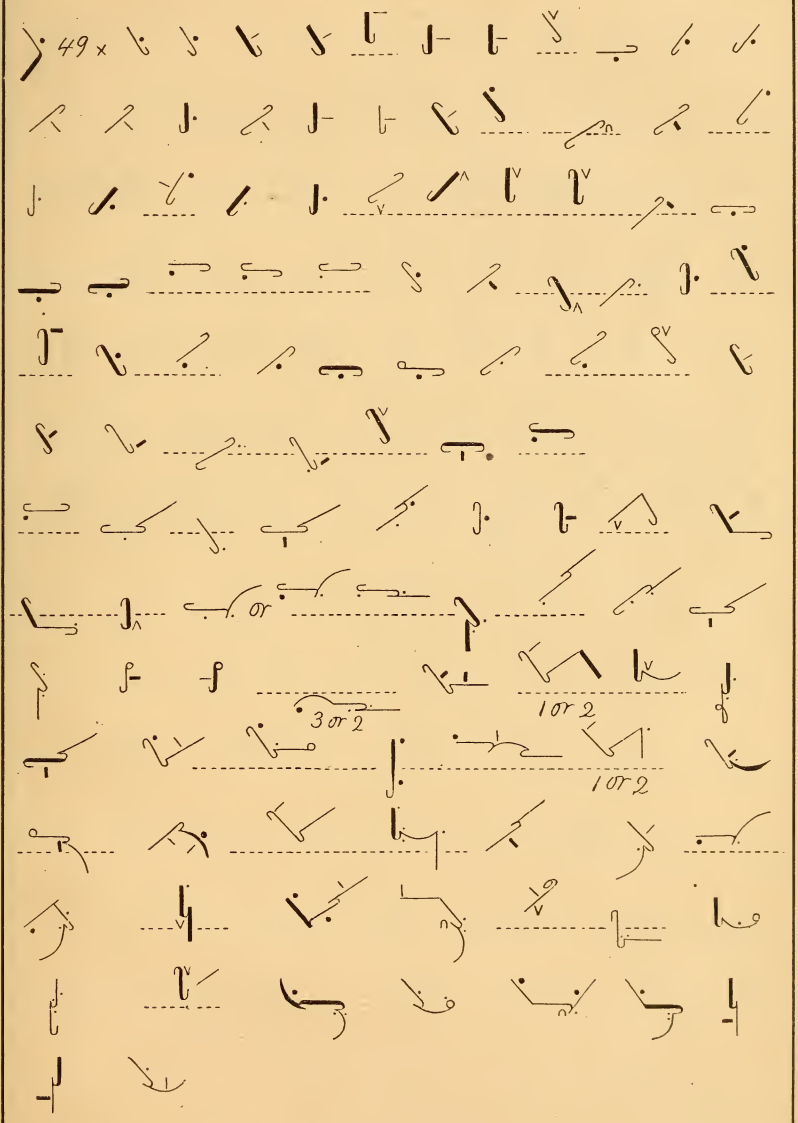
1 or 2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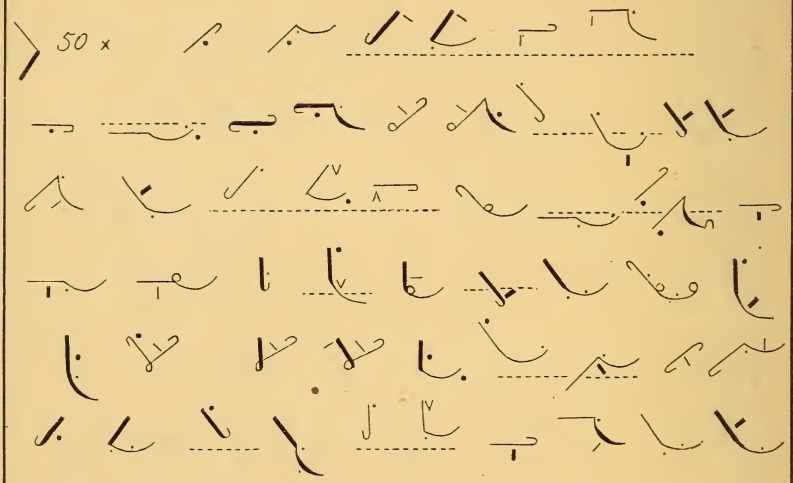
3 or 2
1 or 2
1 or 2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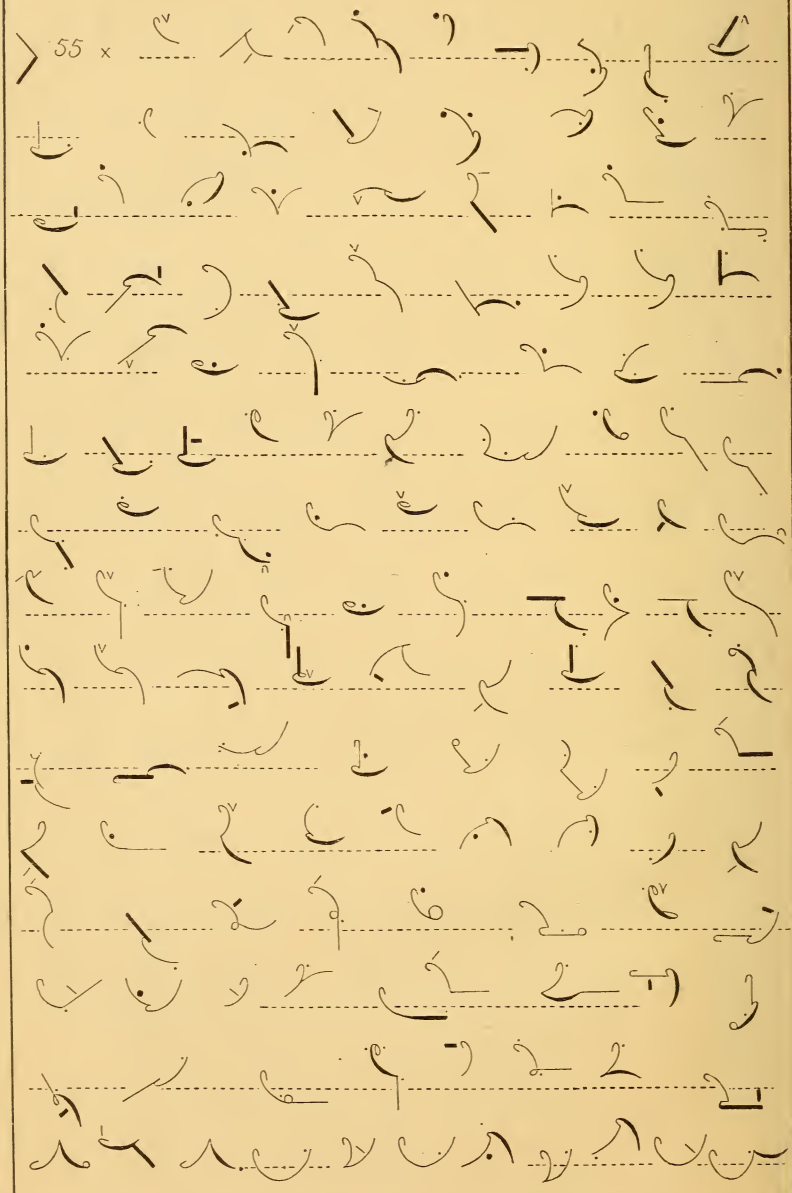
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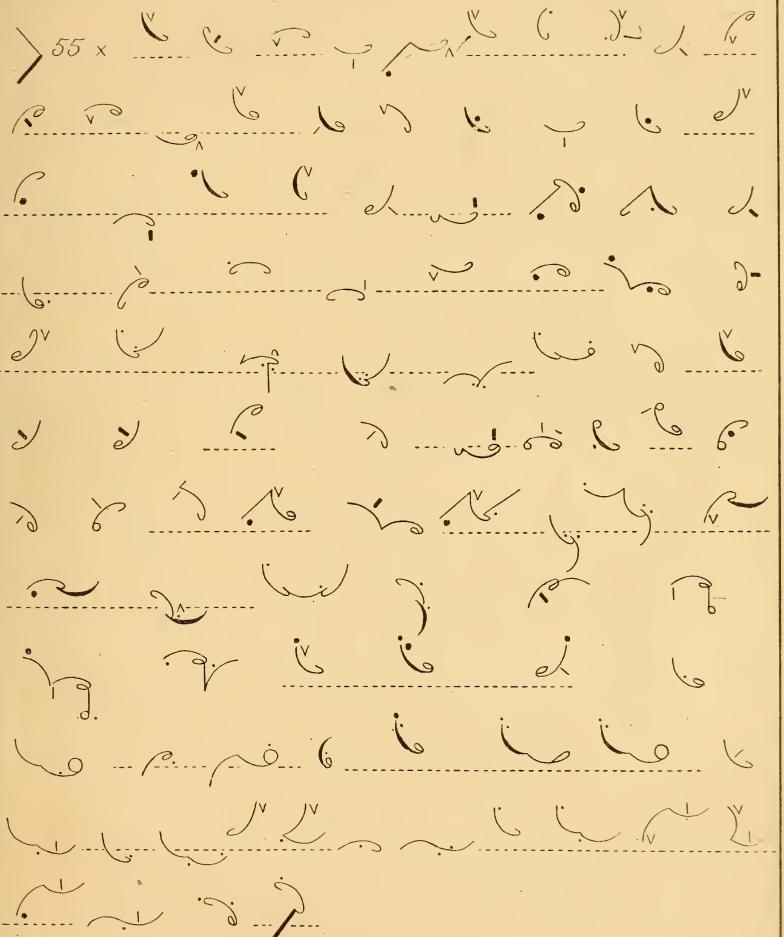

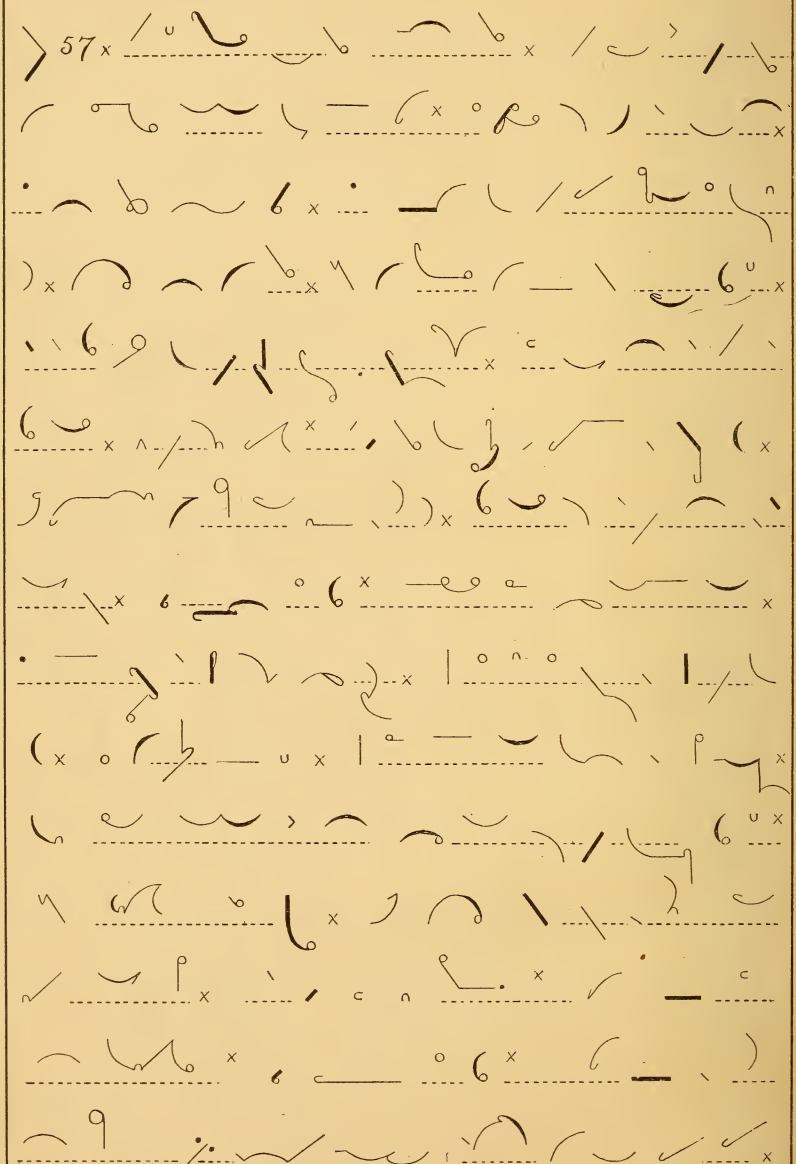

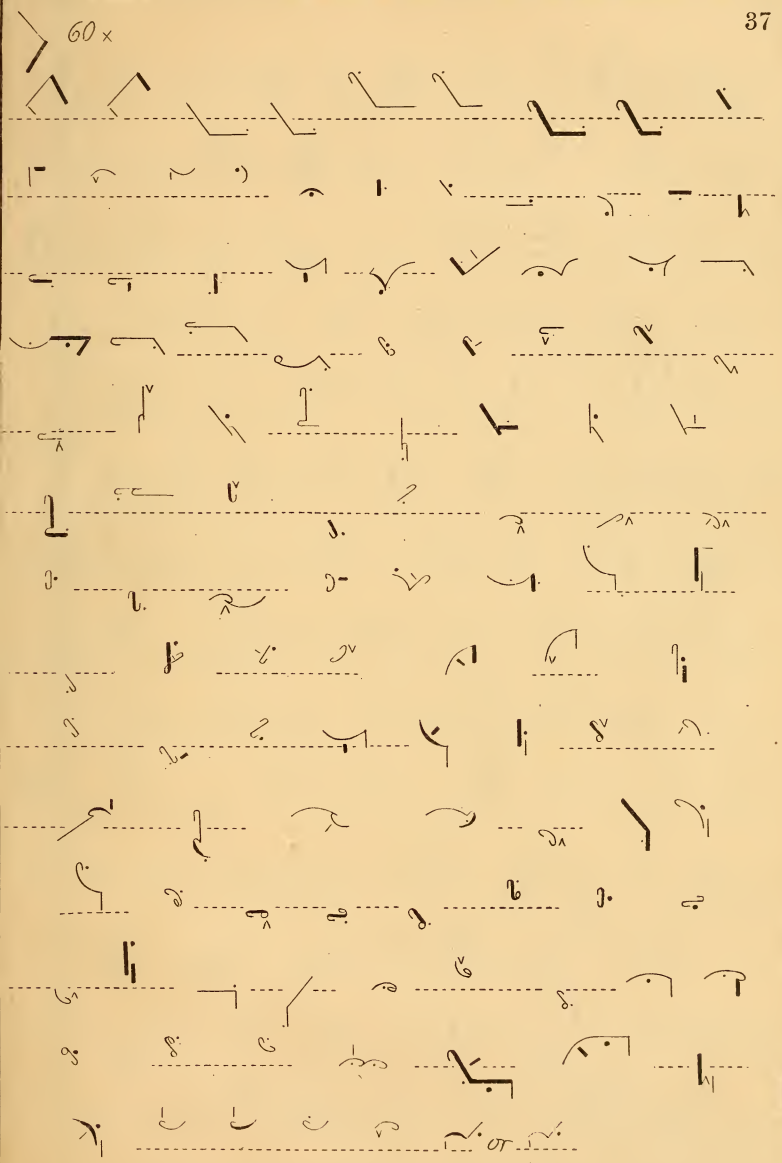
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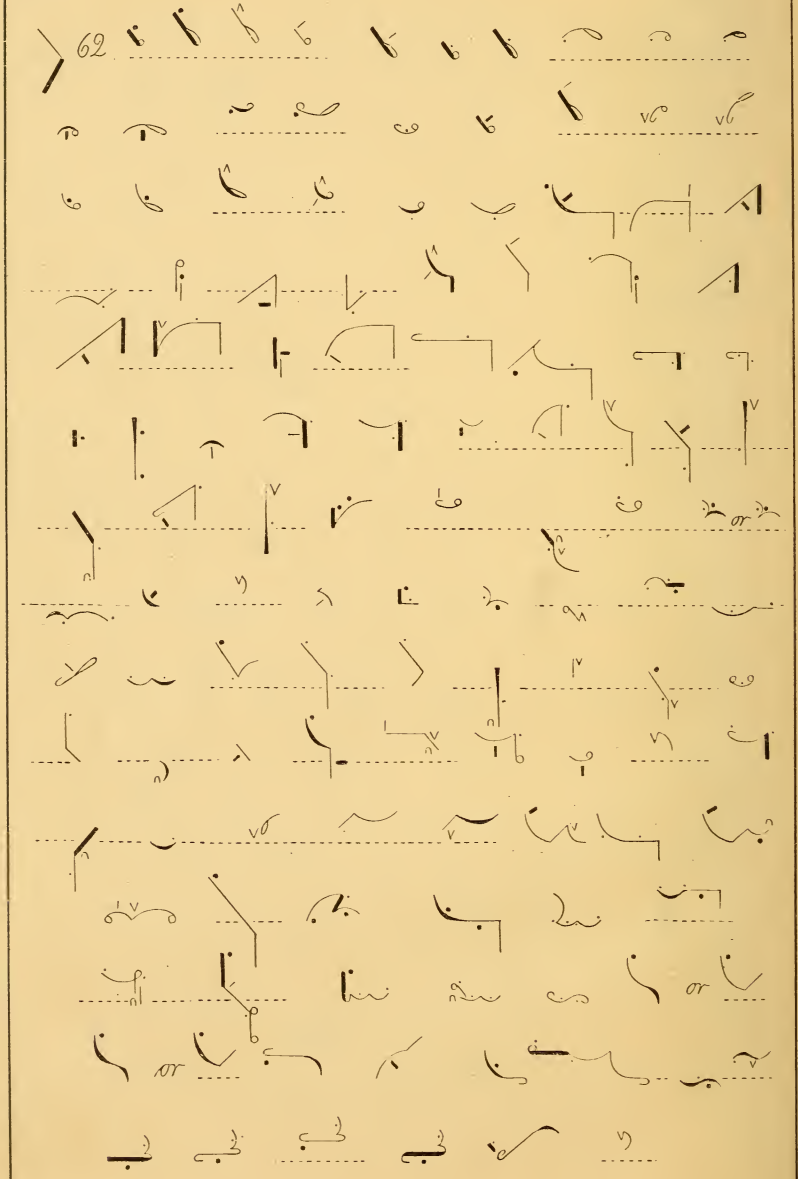
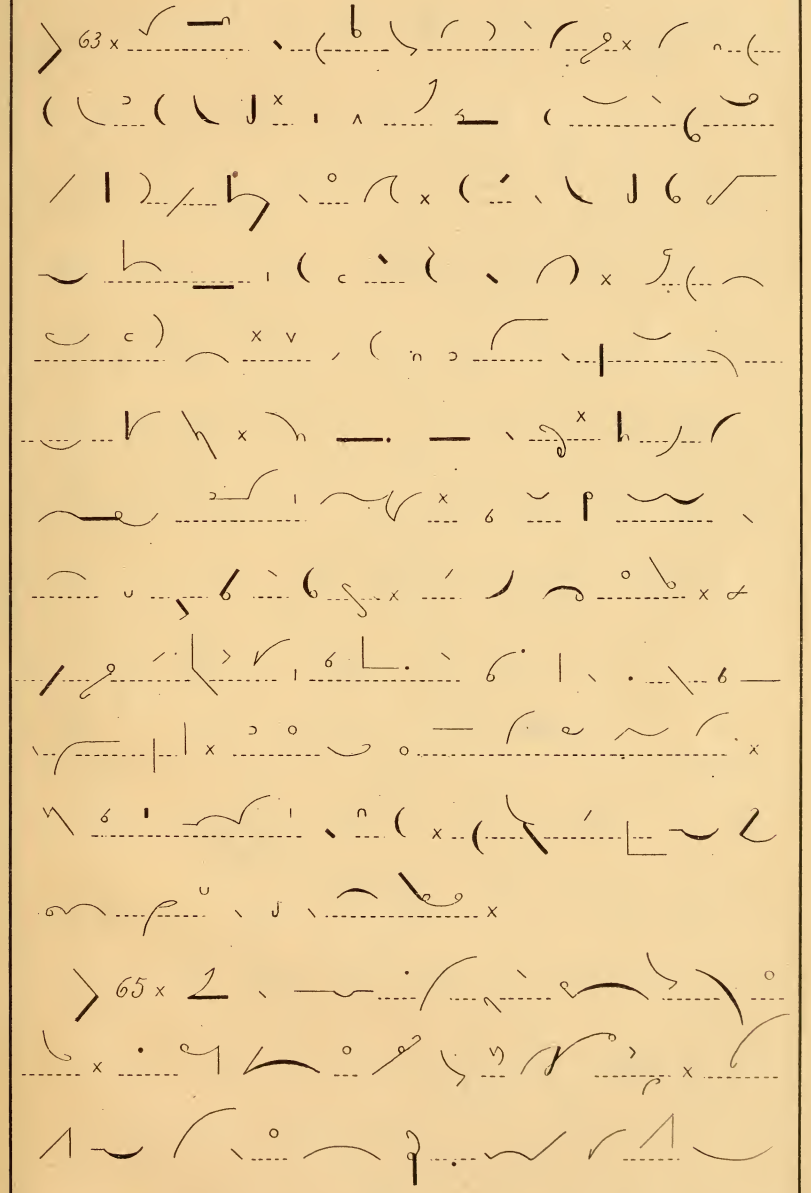
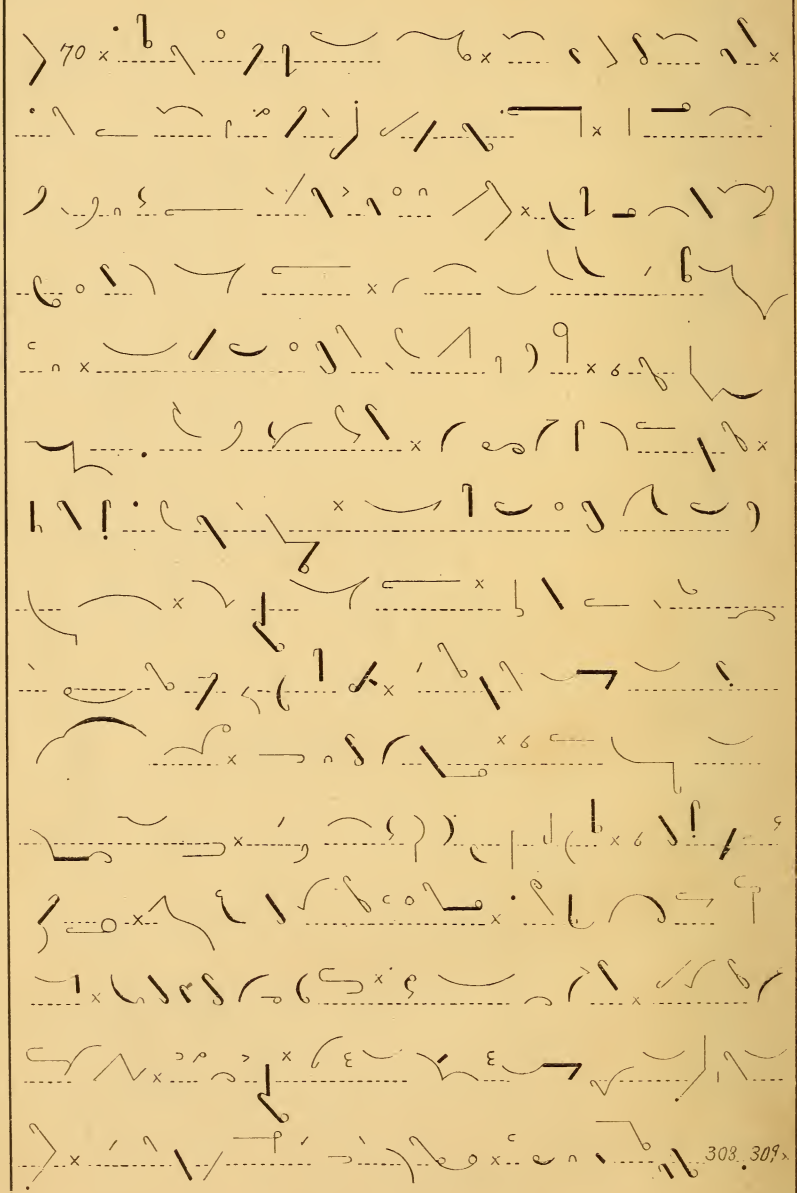
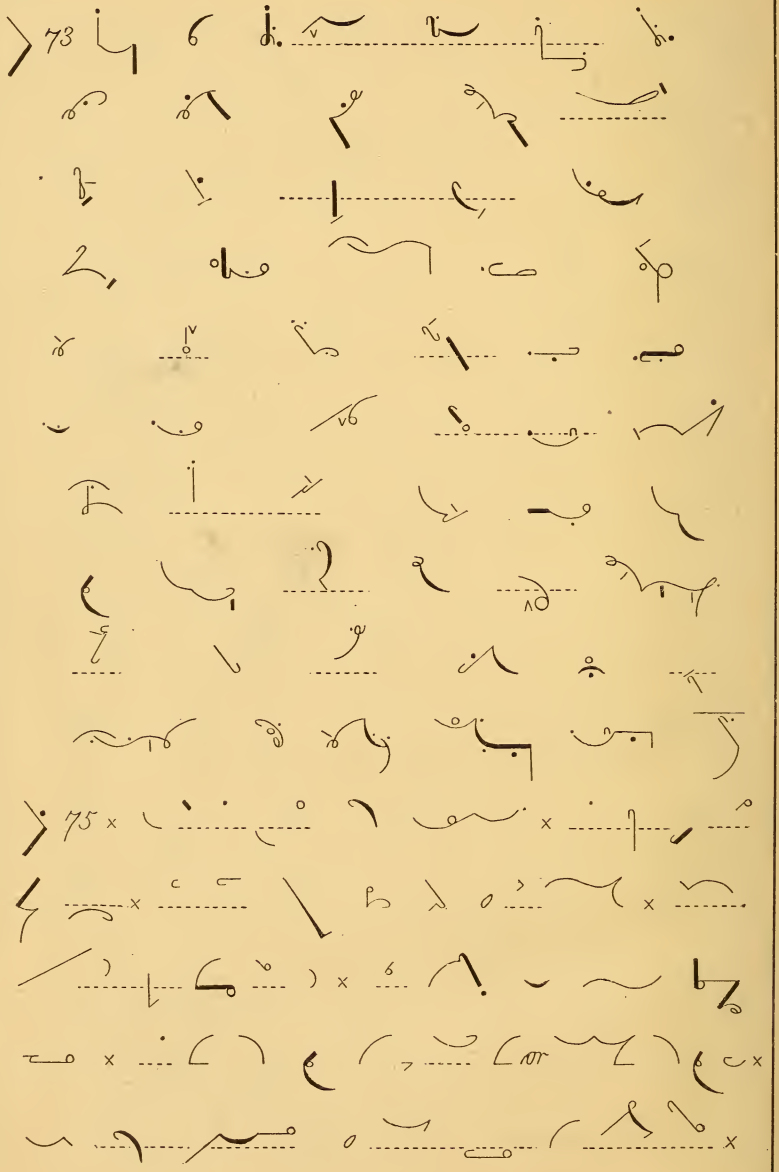
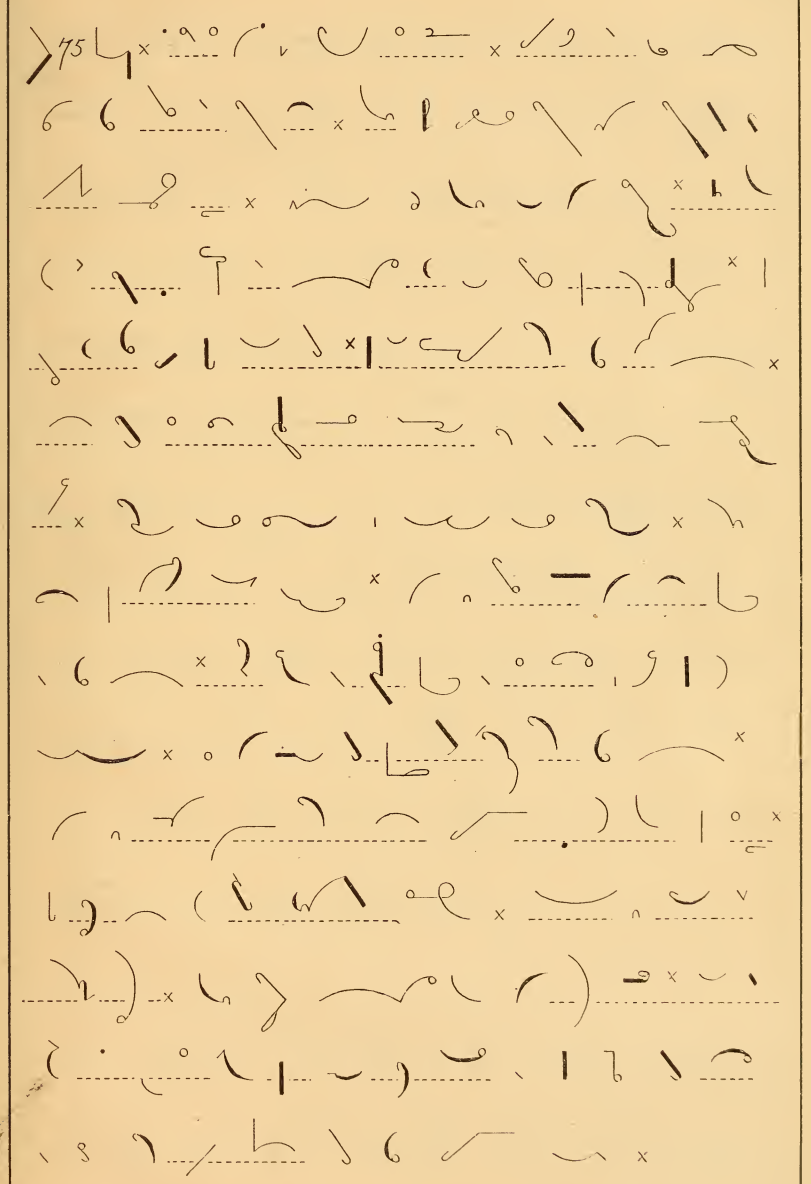


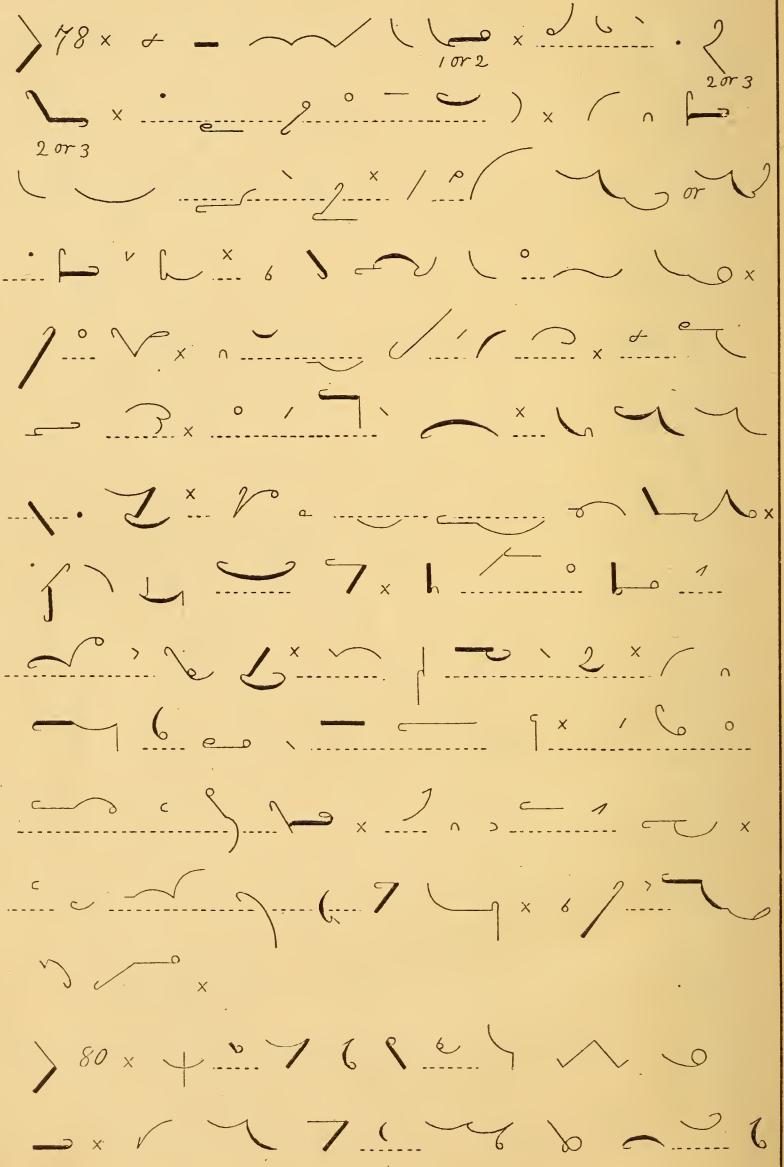



70
308. 309.

73 x
1 or 2
1 or 2






78
1 or 2
2 or 3
2 or 3
or
80

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The student is given careful direction how to do each difficult portion of typewriting, as, for instance, the form on page 125 where the lines are longer than the typewriter scale.

The ornamental work is artistic and suggestive.

The article on punctuation is clear and instructive. The spelling drills contain several hundred words most frequently misspelled. They are arranged in such a way as to impress the student forcibly. We quote a few examples from the spelling drills:—

"I will *advise* you if you will take my *advice*." "The *principal* is a man of good *principles*." "The *chief thief* has been *seized* and brought to *grief*." "The debt is *collectible*."

Every business man, whether college bred or not, should study the spelling and punctuation drills found in the Appendix.

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